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ABSTRACT

Designed to accompany all three levels of student books on television, this teacher's guide presents background material and suggestions for guiding the student lessons. An introduction describes the project. Ensuing pages outline teacher preparation for the unit, present suggestions for Catholic parish catechetical programs, and offer a guide for inservice teacher training. Tips on involving parents include a letter to parents and a list of things parents can do in conjunction with the in-school program. Guides to student lessons are included for each of the units in the student books. Objectives, scriptural references, and background readings are provided. When objectives or procedures vary for the different grade levels, this is noted in the teacher materials and alternative plans are offered. Tips for using the program in the elementary classroom are given; and catechetical text correlations for elementary, junior high school, and senior high school texts and a five-page resource manual are included. (LP)

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THE MEDIA MIRROR

Teacher's Guide

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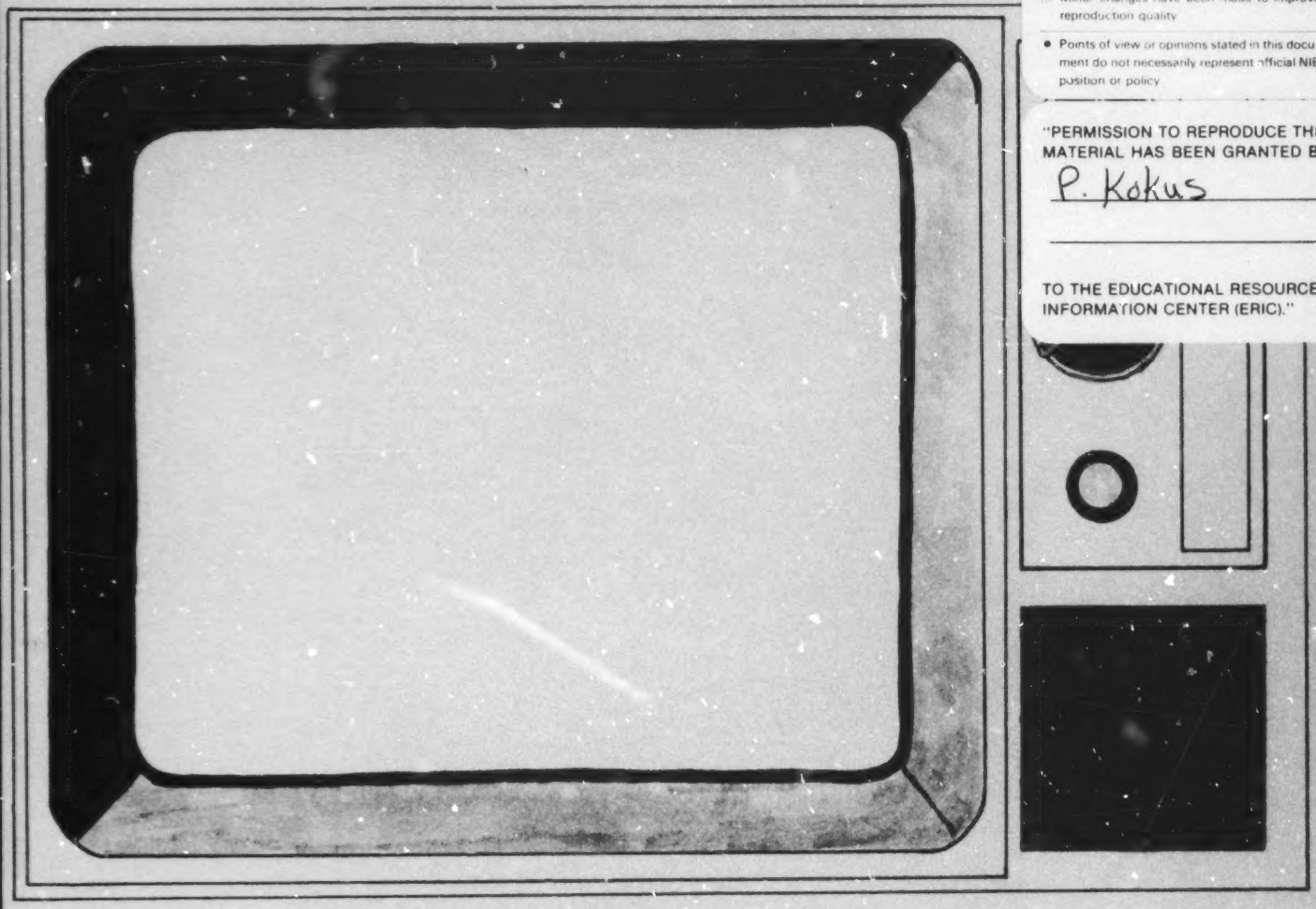

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United States Catholic Conference

National Catholic Educational Association

THE MEDIA MIRROR:

A Study Guide on Christian Values and Television

Teacher's Guide

A joint project of the Department of Communication/Department of Education of the United States Catholic Conference and the National Catholic Educational Association. Editor: Patricia Feistritzer

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Note on the use of this Teacher's Guide to **The Media Mirror:**

This Guide is for use with all three levels of student books for **The Media Mirror** project. These levels — Elementary, Junior High, and Senior High — are identified only by the cover colors: orange for Elementary, blue for Junior High, and green for Senior High. Lacking any printed identification of grade level, the books may be used according to the needs of students regardless of their grade placement. Two distinctions according to levels are made in the Guide: 1) the "Objectives" in six of the nine lessons vary according to level, and 2) the "Catechetical Text Correlations" are different for each of the three levels. The other material is uniform and may be adapted for each level by the teacher.

Background on **The Media Mirror** project:

The Media Mirror began as a pilot program in 1981-1982. Originally funded by a grant from the Catholic Communication Campaign, the pilot was sponsored by the Department of Communication and the Department of Education of the U.S. Catholic Conference.

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Dubuque
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Oakland
Orlando
Paterson
Portland (Oregon)
Providence
St. Paul-Minneapolis
St. Petersburg-Tampa

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THE MEDIA MIRROR:
A Study Guide on Christian Values and Television

INTRODUCTION

You are pioneers in a nationwide movement to bring to Catholic students an awareness of the values infused into their lives through media.

Not just a generic awareness, of course. *The Media Mirror* adopts a specific point of view—the Christian point of view. Through this program, we hope that your students will come to recognize their own values and gain the ability to compare and contrast those qualities with the values portrayed on their own home television screens.

This is not an anti-television course. Television is a technological tool that can be used for good, as well as the not-so-good. It can broaden the perspectives of your students by introducing sights and sounds, concepts and experiences they might not find in their home communities. It is the most influential entertainment medium in the United States.

In this course you will have the opportunity to work with television for positive goals. Specifically, the goals set by the first project coordinators are to:

1. Develop an understanding of the role and influence of television on the values of elementary, junior and senior high school, and CCD students;
2. Foster constructive and positive use of television and related media by utilizing media to help develop the awareness leading to better citizenship within the community at-large and the Catholic community specifically;
3. Cultivate a better understanding of Christian values as portrayed in popular culture;
4. Involve participants in making choices by making them aware of the options available in the selection of programming; develop "demanding" viewers who will utilize choices;
5. Educate viewers to upgrade the quality of programming available on television and in other media;
6. Develop a cohesive national media education program reflecting values that are essentially Catholic in nature.

Nine lessons are provided with study questions and suggested activities. (You should receive one book for each student in your participating class.) These are by no means all-inclusive. If other activities are more appropriate for your class, they may be substituted or used in addition to the suggestions. This is an invitation to be as creative as your time and interest allow.

The lessons are designed to add up to a full unit. You may, however, use the topics out of sequence if it fits your class schedule better; also, you may elect to use some of the outlines, but not all of them.

TO THE TEACHER

According to the A.C. Nielsen Company, 12-17-year-olds, as a group, watch the least amount of television. Girls 12-17 watch approximately 18 hours per week on the average, while boys watch 22 hours.

In a 1983 survey, Nielsen found that the top shows for teenagers are the following:

1. "TV Sensored Bloopers"
2. "Mo Town 25 Year's Special"
3. "Charlie Brown Special"
4. "Life's Embarrassing Moments"
5. "Love Boat"
6. "Battle of the Network Stars"
7. "A-team"
8. "Facts of Life"
9. "Family Ties"
10. "NBC Sunday Night Movie"

The A.C. Nielsen rating for the top 10 shows viewed for the general public for the first week in January, 1984 were as follows:

1. "Hotel" ..... ABC
2. "Dynasty" ..... ABC
3. "A-team" ..... NBC
4. Sunday Movie "The Enforcer" ..... ABC
5. "60 Minutes" ..... CBS
6. Saturday NFL Playoff post-game show .... CBS
7. Friday Movie "Dixie: Changing Habits" ... CBS
8. "Dukes of Hazzard" ..... CBS
9. "The Fall Guy" ..... ABC
10. "Hart to Hart" ..... ABC

It is not necessary for you to become an expert on TV or even the above shows. But it is recommended that you view the programs popular with your students at least once in order to lead the discussions effectively and to stimulate students to think about TV and to analyze, not to condemn TV or even particular programs.

In the pilot program, teachers found it helpful to ask students to maintain a detailed log or notebook about the programs they watch during the week. It is not possible to assign viewing for each unit because young people have

many commitments which preclude their watching programs on a particular night. In addition, some parents may be unwilling to give up viewing their favorite shows! But students generally have excellent TV memories and they can often rely on them in the discussions. Occasionally you may want to ask students to watch programs to note specific pieces of information, such as the way minorities are treated. Make your analyses of TV as concrete as possible as students in grades seven and eight still have trouble distinguishing between fact and fiction on the screen, and they are unable to philosophize about TV.

It is important to keep in mind that it is NOT necessary to do all of the activities. Select those which are best for your class and feel free to adapt them.

Notify the students' parents that the class is studying TV in order to obtain their cooperation. If possible, mail notices home to the parents instead of relying on the students to bring them home. We also suggest that you announce the critical viewing skills curriculum to the PTA and the local newspaper. Encourage students to discuss TV with their parents. Students watch TV alone or with their peers more often than with their parents.

SUGGESTIONS FOR PARISH CATECHETICAL PROGRAMS

The National Catechetical Directory, *Sharing the Light of Faith*, states: "Catechesis should seek to foster critical understanding of this medium (TV)." (#262)

The elementary book could be used as a one week "summer bible school' experience. You could have the freedom of using the materials in a short block of time, along with a field trip to a local TV station, the viewing of parts of the kids' favorite shows, commercials and other experiences. This summer approach could give you more quality contact time with your students and fill a need to add meaningful activities to a rather long vacation. It also might be an opportunity for the junior and senior high students to volunteer as aides and helpers in this program.

The junior and senior high materials could be used in some kind of weekend retreat setting. The materials could be adapted, and then prayer, recreational and other experiences would have to be added.

The junior high and senior high materials could be integrated into the regular curriculum. To assist you in doing this, the appendix/bibliography in this guide give some suggested lessons in common catechetical textbooks. These textbook references have been provided for all three levels. This was done to help you use *The Media Mirror* content as enrichment material and further input on a given topic.

For junior and senior high a wide range of options are available. The total program could be used for discussion groups. You could view together part of a program, or pre-recorded commercials and shows. Then you could look at the meaning and the message of a show in light of the material in a given chapter. The discussion questions and activities could provide the group leader with enough material to keep the effort going.

The participants could be asked to find biblical stories and values that either complement the material they view or present a different value. For example, they could be asked to compare and contrast one of Luke's gospel stories on wealth and riches and the message of one of the commercials.

Please note: Video material is copyrighted. If you video record any material, check with your local station to see what their regulations are concerning the educational use of the material and the permissions needed to use it in class.

A Contemporary Challenge to the Church's Educational Ministry

Excerpts from *Sharing the Light of Faith*

22. Communications

The impact of the communications revolution, especially television, is very powerful in the United States. The influx of information is overwhelming. A person living in the United States today is said to be exposed to more information in a week than his or her counterpart of two centuries ago was in a year.

Many find that they are given more information than they can assimilate or evaluate. People need to acquire "literacy" in relation to the new media — that is, they need to grow in their ability to evaluate television and other contemporary media by critical standards which include gospel values.

261. Training media teachers

All who use the communications media in their work, "have a duty in conscience to make themselves competent in the art of social communication,"[2] and this applies in particular to people with educational responsibilities, including catechists. Theory, technique, and research are part of media training. In line with what has been said above, catechists should learn how to take media into account as a crucial part of the cultural background and experience of those being catechized; how to use media in catechesis; and how to help their students understand and evaluate media in the light of religious values.

262. Training media users

Catechetical instruction concerning media should help people become knowledgeable viewers, listeners, and readers. Such training is necessary for them "to benefit to the full from what the instruments of social communications have to offer."[3] It is also required if they are to seek to improve the quality of media, either by advocacy directed at professional communicators, or by pursuing careers in media.

Because television occupies so much of the time of so many people in the United States, catechesis should seek to

foster critical understanding of this medium in particular. Viewers need to know, for example, how programs are planned and produced; techniques used by advertisers and others to influence and persuade; whether and to what degree TV gives a true picture of life or distorts reality; and the role of profit motives in determining policy in commercial television.

Because people grow in maturity and because there are frequent changes in the media, continuing education is necessary to keep abreast of the changes.

An Experimental Model of Religious Education Based on Thomas Groome's Model

There are many ways to do effective religious education. Each teacher will have her/his own style and skills. What is being offered here is a possible approach to help students look at their values and the gospel message. This approach is an effort to help students be more reflective. Thomas Groome in his book *Christian Religious Education* (Harper & Row, 1980) gives us a method of five steps to help us tie together our action with our reflection on gospel values. The five steps are:

1. Life experiences — what are we doing?
2. The reasons for our actions — why do we do that?
3. The Christian story and our lived experience of community.
4. Let's talk about our life experiences and the Christian experience. Let's look at similarities and differences.
5. What are we going to do now? What actions are needed to better live the Christian message?

Let us consider how we can relate our TV study to these five steps.

1. What are we doing? What is our experience? The purpose of these questions is to bring awareness of the group's present action in regard to a particular focus of the Christian life.

Questions for the *Media Mirror* experience might be: What shows do you watch? How do you deal with the values, violence, or experience of these shows? Tell me about a time you were really angry about a show and its direction — or really happy. When do you watch TV? Who shares the experience with you?

2. The reasons for our actions — why do we do that? We look critically at the issues; we try to get at the hopes, assumptions, and consequences of our actions.

The questions might be: Why do you watch TV? Why do you believe, disagree, accept, challenge what you see on TV? Why do you spend the amount of time you do with TV? Why do you need to buy what you see on the commercials?

3. What have Christians done, and why has the community lived this way? This is the place where we look at content, scripture, tradition, belief and practice of the community. We talk about the Christian message and vision of our lives.

The questions might be: What did Jesus say about violence, conflict, forgiveness, love, peace, mercy, materialism? Can you find these stories in the Bible? What values do Christians hold and why?

4. Let's talk about your life experiences and the Christian experience. Let's look at the similarities and differences. We put the Christian story and values in dialogue with our personal experiences and values.

Questions might be: What do we hear from scripture, tradition, and Christian practice that affirms you, challenges you, calls you to change and growth, to conversion? Does your story add anything to the Christian story? Does the Christian story add to your understanding of life? Where do you and the Christian story and values agree and disagree?

5. What are we going to do now? What action needs to be done? The purpose of this step is to see if any present action is living up to the gospel message. We are called to make decisions for future action that will be more in line with the Christian life.

The questions should lead to action. What needs to be done in our life that will make us more Christian? For example, we study the conflict section and decide violence is a problem. We look at Jesus' message and then determine actions that will make our school less violent. We decide to start a big brother, big sister effort to help the younger students find enjoyable fun activities on the playground. We help them organize safe games. Or we decide the commercials are too materialistic. An action would be to gather food, clothing and toys for poor kids. The action steps will vary greatly according to the age level, but some concrete, positive action can be an effort to get our life more in contact with the Christian vision of life.

There is an old saying that religion is caught, not taught. It is caught in a believing community where kids are attracted to the values, attitudes, practices and beliefs of others. They decide to become part of this community and to learn the gospel message and its application to their lives. This program is an effort to help you facilitate this process.

IN-SERVICE GUIDE

Advance Planning for Media Mirror Teacher Training

Registration

Advance registration is advised to provide for smooth operation of the session. You should know the number of teachers attending as well as the grade levels in order to insure meeting their needs.

Design a registration form which best meets local needs. A suggested format for such a form is attached.

Designate responsible party (host/hostess at the site selected) to greet participants; have participants sign-in; make name tags; hand out materials.

Room arrangements

Please arrange tables/chairs in some comfortable arrangement. Provisions should be made to be able to break into smaller groups for presentation of grade level units.

Suggested arrangement:

(Screen)*

**(Video Set) Podium

(Overhead Projector)*

Equipment

*Screen and Overhead Projector plus transparencies which you have made to use in your presentation.

**There are two programs which have been produced by USCC for use with *The Media Mirror*. One is an overview of the program entitled "The Media Mirror" and the other portrays student/teacher use of one lesson, "Heroes, Models, Groups." Each program is approximately 15 minutes in length. The charge for *each* is $35.00 which is the cost to duplicate the tape.

Plan the lead time necessary to have the tapes in time for the teacher in-service session.

To order tapes from USCC

Cost: $35.00 each (duplication cost)

Titles: "The Media Mirror" (an overview of the program)
"Heroes, Models, Groups" (Lesson 6 in use)
Each tape available in 3/4 or 1/2 Beta or 1/2 VHF. (Please specify when ordering)

Order: Write to Ray Spellman
USCC Department of Communication
1011 First Avenue, Suite 1300
New York, N.Y. 10022
(212) 644-1895

Describe *exactly* what you wish to order. Give name, position, address and phone # of person placing order. Give *exact* mailing/shipping address where tapes will be sent. Plan enough 'lead' time to insure arrival by date needed for use.

Time required for the session

Plan to meet with presenters in order to go over the lessons which they will present. Be thoroughly prepared *at least* one day prior to the actual in-service.

The in-service itself should be a *maximum* of two hours. Set the time of day which is best for your district. (Plan a time convenient for both school and religious education professionals.)

Coffee Breaks

Coffee/tea and some refreshments should be arranged. *If necessary*, charge a slight fee in the registration to cover these costs. Make arrangements with the host site to provide the refreshments.

Presentation of Media Mirror Program

Suggested times:

BEGIN	MINUTES	ACTIVITY
9:00	5	Welcome and introduction of presenter(s). (If dealing with Primary, Intermediate, and Junior High/High School, two helpers are needed.)
9:05	5	Overview of the session so that you will know what we plan to do:
First we will give a		1. General description of The Media Mirror.
Then we will		2. Experience one unit (UNIT 6) for use with 4th, 7th, and 10th grades.
Followed by a		3. Working knowledge of the resources which are a part of the Program.
9:10	20	1. DESCRIPTION OF THE MEDIA MIRROR (a) You may decide to use the video cassette available through USCC—DEPARTMENT OF COMMUNICATION which is an overview of the program. (See Advance Planning Sheet for ordering.) **OR** (b) Explain the Goals of the program (refer to the teacher's guide). Use of a transparency listing the goals would be helpful. Explain the format of the Program. —Briefly describe that the program consists of three nine-lesson study units, aimed for use at grades four, seven and ten. —Materials include questions for discussion, group activities, and parent involvement suggestions. —There are suggestions as to how to facilitate the adaptation of the material for parish catechetical programs. —There are teacher's guides and other resource materials.

"Before we examine all the materials in depth, we will go right into doing an actual lesson, with you (teachers) taking the role of students, and I and my helpers presenting the lesson."

9:30	20	2. EXPERIENCE ONE UNIT—HEROES, MODELS, GROUPS—UNIT 6***

***If you have ordered the video cassette "*Heroes, Models, Groups*" from USCC, show the program to the entire group before you break into grade level sections. It is about 15 minutes long; helpful but not essential to the in-service.

(a) Break into groups teaching 4th, 7th (Junior High) and 10th grade. Each group will experience the appropriate grade level lesson.

(b) Each presenter should be thoroughly familiar with the grade level lesson he/she is presenting to the group for which he/she is responsible. (PLEASE meet with the helpers in advance to designate areas of responsibility and to go over the lessons to be presented.)

BEGIN	MINUTES	ACTIVITY
		PRESENT LESSON 6—HEROES, MODELS, GROUPS —Direct participants to lesson 6. (You may wish to make and use transparency here.) —Read, do discussion questions, and select an activity.

The purpose here is to familiarize the teachers with a lesson so that when they present the program to their students, they will be comfortable with the experience as well as with the materials.

10:05	10	COFFEE BREAK

10:15 15 (RETURN TO LARGE GROUP)

3. WORKING KNOWLEDGE OF THE RESOURCES WHICH ARE A PART OF THE MEDIA MIRROR PROGRAM.
   (a) 'Walk through' the workbook and teacher's guide.

   —Each participant should receive the Media Mirror Packet for his/her grade level.
   —Show how to locate lessons.
   —Show how workbook is arranged.

   (b) Locate Resource materials.

   (c) Discuss parent involvement techniques.

10:30 15 DISCUSSION OF WAYS TO INCORPORATE THE PROGRAM INTO PRESENT CURRICULUM
   (a) Ask: "In which subject/s could you most readily use some or all of these units?"

   (b) Suggestions: Religion classes; Social Science units; Language Arts classes, special enrichment units or 'mini-sessions.'
   Encourage group suggestions and interaction.

10:45 10 QUESTIONS and CLOSING
"Are there any further questions?" OR "If you have more questions, I will be available after this session and you may reach me at my office _____."

END SESSION WITH A BRIEF PRAYER

Select an appropriate prayer or reading.

Suggestions:

In closing, a reading from *Phil. 1:9-10*
"My prayer is that your love for each other may increase more and more and never stop improving your knowledge and deepening your perception so that you can always recognize what is best."

(OR)

Ecclesiastes 3:1-8

. . . Send forth with a final prayer . . .

WITH A VISION OF A NEW DAY IN OUR HEARTS WE TURN TO OUR GOD. WE TRUST YOUR PROVIDENCE AND WE ASK YOUR SPECIAL BLESSING ON EACH OF US HERE. MAY WE CONTINUE TO ENCOURAGE OUR STUDENTS TO RECOGNIZE YOUR WAY, TRUTH, AND LIGHT IN THEIR DAILY LIVES.

REGISTRATION FORM SHOULD INCLUDE:

Some information on the workshop; what is the purpose of the session;
what is The Media Mirror

Some eye-catching art work, some quick reading, clear spacing.

Date

Location

Time of the workshop

Who may sign up

How to register
Cost (if any): To whom checks should be payable.

Where to return registration form

Directions to the location of the workshop

Include information that there will be materials distributed to those who are attending the workshop. Let participants know what will be included in the materials. For example, "A twenty-four page workbook, Teachers' Guide, and resource materials will be very helpful to the classroom teacher interested in helping his/her students benefit from television viewing." "Lessons have already been prepared for use with your students."

Example:

Please return this section to: _____ by *(list deadline when due)*

MEDIA MIRROR IN-SERVICE _____ Date _____ Location

School or Parish _____ Phone _____

Mailing Address _____ City _____ Zip _____

Name/s of Attendee/s _____ Grade Level _____

_____

_____

_____

_____

(If there is a cost involved add the following) Total enclosed: $ _____

LETTER TO PARENTS ABOUT MEDIA MIRROR

Dear Parents,

We are planning to begin using special materials with our child on media awareness. This material will look at various issues related to television viewing. We hope to open up areas of discussion, evaluate the qualities and values of a program, and challenge the students to reflect critically on what they watch.

Many are concerned about the overall time students spend watching television and the quality of the material. We want to begin to address this. We hope to give students tools that will help them choose quality over quantity. We hope also to help you as a parent to become aware of the issues and how to use television as a source for discussion and sharing values.

On _____ at _____ p.m., we will conduct an orientation program for you on the *Media Mirror* project. We will review the topics, suggest ways that you can help at home, and listen to your concerns about your child's viewing habits.

Thank you for your interest and cooperation in this matter. We hope to see you on _____ at _____ p.m.

Sincerely,

WHAT PARENTS CAN DO

1. Develop planned TV viewing with specific programs. Teach your children that TV viewing involves watching selected programs, not just watching TV.
2. Set a time limit for the amount of television you and your family will watch each day. Use the TV listings and special reviews to select the programs that you will watch.
3. Seek out programs which were made for children and which will involve them in stimulating, challenging, enriching and educational experiences.
4. Watch TV with your family and talk about the programs you see. Use sensitive subject matter to open up discussions with your children and to help them explore their natural questions. Express both your thoughts and your feelings about what is happening during programs.
5. Help your children distinguish between what is real and what is make-believe on television. Explain how television uses stunt people, special effects and animation to create fantasy. Explain how the evil portrayed on TV is happening to actors and how the effects are worse when it happens to real people in real life.
6. Expose the exaggeration and deception in TV advertising. Spend time with your children analyzing the message and method of commercials. Help them understand the power of their persuasion in the life of your family. Talk about the secular values they promote and contrast them with ideal Christian values.
7. Be your own TV by reading to your children and telling them your own true stories. Help your children develop reading and storytelling skills. Help them develop a deep appreciation for a variety of communications arts.
8. Don't let your children use TV as an excuse for non-involvement in other activities. Encourage your children to make lists of alternative activities — playing with friends, reading, working on a hobby, learning a new skill — and to make conscious choices from these lists before watching TV.

1. WHAT IS TELEVISION? A Channel to Life(?)

Objectives

1. To become conscious of one's own TV experience and to recognize personal viewing habits and choices.
2. To identify major changes that have occurred during the short history of the television medium and their social effects.
3. To begin to understand the scope and significance of television as a contemporary communications system.
4. To become aware of the need for and value of experiencing television on a communal level, especially within the family context.
5. To begin to appreciate the potential of television technology for building human relationships and the kingdom of God.

Scriptural References

The following is a list of scriptural references that may be helpful in dealing with the media units.

John 8:12-20	(Jesus is the Light of the World.)
1 Cor. 3:16-23	(We are the temples of God.)
Eph. 1:3-6	(God chose us to be his in Christ.)

Background

Children spend more time watching TV than they spend in any other activity except sleeping.

By the time the average child enters kindergarten he has already spent more hours learning about his world from

television than the hours he would spend in a college classroom earning a B.A. degree.

By graduation the average teenager will have watched at least 15,000 hours of TV, seen 350,000 commercials and vicariously participated in 18,000 violent deaths.

By the age of 65 the average viewer sees 3000 entire days, 9 full years, 18 waking years worth of television.

The annual American consumption of TV programs is in excess of 300 billion hours.

THE AVERAGE AMERICAN
- ... sleeps 2500 hours a year
- ... watches TV 1600 hours a year
- ... works 1400 hours a year or goes to school 1000 hours a year
- ... eats 700 hours a year
- ... reads newspapers, magazines, books 400 hours a year
- ... spends 50 hours a year in church
- ... listens to homilies 8 hours a year

A thousand leaders of American life, asked to name the most powerful institutions in America, listed these top three: the White House, the Supreme Court, television.

According to a recent study, television leads all other traditional influences on our lives. Religion ranked 23 out of 24.

Types of network TV shows and their audiences, February 1982 (7:00-11:00 pm)

	Number of programs	*% of average audience*	*% share of programming*
General Drama	13	18.0	18
Situation Comedy	32	18.1	44
Mystery & Suspense	10	16.9	13
Feature Film	7	18.4	10
All Regular Progs	74	17.7	15

Source: National Audience Demographics Report, February 1982

TV Audience Composition

Day part	*% of U.S. Homes using TV*	*Number of viewers per 1000 viewing homes*	*% of audience per average minute* *Men*	*Women*	*Teens*	*Children*
Monday-Friday, 10 am-1 pm	25.4	1,304	24	59	4	13
Monday-Friday, 1-4:30 pm	32.2	1,371	21	58	7	14
All nights, 8-11 pm	63.3	1,850	36	45	8	11

Source: National Audience Demographics Report, February 1982

Cable: A New Chapter in the Television Communications Revolution

There are 5,000 operating cable systems in the U.S., serving some 14,200 communities. Another 2,500 franchises are approved but not built. Pennsylvania has the most systems (349) and California the most subscribers (2.4 million). Operating systems currently reach about 30.2 million subscribers, perhaps over 84 million people — 37% of the nation's TV households. The largest (Cox Cable in San Diego) has about 210,590 subscribers. Some have fewer than 100. Tele-Communications Inc. is the largest multiple system operator (MSO), with more than 2,100,000 subscribers. Industry revenues last year totaled approximately $2.6 billion. Most systems offer 12 channels. Systems constructed after March 1972 must have a minimum 20-channel capacity. The average monthly fee (including pay cable) is $17.17. Costs of laying cable range from $10,000 per mile in rural areas to $20,000 in urban areas and up to $100,000 where underground cable is required. An estimated 3,250 systems originate programming in their own studios, the average for 23 hours weekly. Equipment costs are as low as $30,000 for a small black and white operation and $200,000 for a color studio. Over 2,050 systems (41% of all systems) accept advertising on their local origination channels, with rates from $5 to $400 per 30-second spot. Most cable systems derive less than 5% of their gross revenues from advertising. Pay cable is on approximately 3,700 systems and reaches 13.5 million subscribers in 50 states. Most pay cable operators are reporting close to 44% penetration of their subscriber count. Home Box Office Inc. initiated the first national satellite interconnected pay network Sept. 30, 1975, using transponder time leased on the Satcom satellite. Aside from contracting for packaged pay programs, like HBO, cable operators can lease a channel to a pay program operator or secure their own programming directly from a supplier. Over 38% of all cable systems have ties with broadcast interests, almost 21% with program producers and approximately 16% with newspapers. Many systems have multiple cross-ownership ties.

Source: Broadcasting/Cablecasting Yearbook 1983

Using TV Technology in this Course

This course has been designed for use in a wide variety of educational settings and is not dependent on sophisticated equipment for its success. The only electronic technology required is the students' own home TV sets. But if you have classroom access to other equipment, here are some things you can do:

TV SET: Use a classroom TV set to sample programming and commercials during class time as a means of intro-

ducing a lesson or idea, of stimulating discussion, of providing concrete examples, of reviewing class material.

VCR: If you have access to a videocassette recorder, you can do all of the above but with time-shift and editing capabilities. You can record pre-selected programs for later class viewing and analysis. You could record a series of short excerpts from the students' favorite shows and use the tape to compare and contrast the content and characters of the programs. You could edit together a tape of the most common or popular commercials for use in Lesson Three. The possibilities are endless, so you need to decide how best to use this tool to support the learning process in a situation of limited time.

CAMERA: In addition to the above, if you also have a camera you could use it to record some of the student activities, for example, a bible skit, a public service announcement, a news show, interviews. A tape of such events recorded throughout the course would provide an interesting documentary for review by the students and their parents at the conclusion of the program. This hands-on experience can also help students develop the comfort and skills needed in the television production process. Although not directly a goal of this course, the active and proficient use of television tools in public communications is becoming increasingly a requirement of our media responsibility. Again, time is a practical consideration.

OTHER: Common classroom A-V equipment will also be useful in this course. An AUDIOCASSETTE RECORDER could be used as a substitute for the camera to produce an audio-only documentary. A 16mm FILM PROJECTOR is necessary to show the films recommended elsewhere in this Guide. It could also be used to show reels of commercials sometimes available free-of-charge from local TV stations. A SOUND FILMSTRIP PROJECTOR is needed for some of the recommended resources. An OVERHEAD PROJECTOR could be used in class presentations or for projecting TV art and graphics found in local publications.

"The medium is the message." What is important is not what is said on television but television itself. This has reshaped man and influenced him in depth. The message, the content, has only a secondary role.

PIERRE BABIN

In only two decades of massive national existence, television has transformed the political life of the nation, has changed the daily habits of our people, has molded the style of the generation, made overnight global phenomena out of local happenings, redirected the flow of information and values from traditional channels to centralized networks reaching into every home. In other words, it has profoundly affected what we call the process of socialization, the process by which members of our species become human.

DR. GEORGE GERBNER

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2. VARIETIES OF REALITY
Is It the Real Thing?

Objectives

Elementary

1. To become aware of the degrees of objective and subjective reality, fact and fiction in television programming.
2. To become aware that every show has many different kinds of messages, how we are influenced by them and how they influence our values and behaviors.
3. To discover some of the key elements of a good story and some of the techniques employed to create reality.
4. To appreciate how Jesus used stories to convey important messages about life and the love of his Father for every human person.

Junior High

1. To be able to explain through the use of specific examples the various kinds of reality on TV. For example, factual, fictional, docu-dramas, educational, and other kinds of programming.
2. To be able to see the difference between objective and subjective reality and explain it.
3. To become aware that every show has many different kinds of messages, how we are influenced by them, how they can influence our values and behaviors.
4. To discover some of the key elements of a good story and some of the techniques employed to create reality.

Senior High

1. To become aware of the degrees of objective and subjective reality, fact and fiction in TV programming.
2. To define the meaning of stereotype, to identify examples of stereotypes in current shows and to discuss the transfer of stereotypes to our relationships with others.
3. To gain critical viewing skills and prepare a list of questions that will help us rate TV shows.
4. To become aware of the various messages present on TV programming and the influence these messages have on our lives, and to compare and contrast these influences with our Christian values.

Scriptural References

Mark 10:46-52	(Jesus cures the blind man who follows him.)
Luke 10:25-28	(Jesus teaches the great commandment.)
2 Cor. 6:14-18; 7:1	(Paul's warning regarding bad influences.)

Background

TV Creates Impressions That Become Our Reality

Television creates stereotypes about many things but especially about the people who are the subjects of its stories. There are stereotypes about women and minority groups, the poor and the wealthy, religious groups and old people, etc. Some examples of the distorted picture of women which TV presents:

- Although about half the people in this country are male and half female, the majority (66-75%) of TV roles go to men.
- Women on TV are portrayed mostly in romantic, marriage and family roles and to lesser degree than is true in professional or career roles (especially those that are important).
- Women are given comic roles more than men, are portrayed as "nicer" people, but as passive and unable to accomplish tasks.

Television shapes our reality in other ways too. TV tells us what is important and what we should be concerned about. This means that if it's on TV we tend to think it is real and that we should believe it.

Television teaches us some other powerful but distorted messages, for example:

- The more and better products we buy the happier we will be.
- Things are more important than people.
- It takes power over others to survive in this world.

3. COMMERCIALS
This Show Is Brought to You by . . .

Objectives

1. To identify ways television commercials influence buying habits and lifestyles.
2. To become aware of how television programs are used to attract audiences to commercial messages.
3. To learn common techniques of TV advertising and how to test the reality and truth of its explicit and implicit messages.
4. To develop the ability to distinguish between personal wants and needs and to develop the value of living with material simplicity.
5. To appreciate the value of and to exercise personal freedom and free will.

Scriptural References

Gal. 4:6-9	(We are God's children.)
Matthew 6:24-34	(We must choose between God and possessions.)
Col. 2:6-10	(We must walk in Christ.)

Background

The TV Advertising Circle

The television networks exist primarily to make money. To make money they sell advertising time to sponsors. For one minute of advertising time on a prime time national show, a sponsor must pay between $100,000 and $200,000. This does not include the cost of making the commercial itself. In 1983 the cost of buying 30 seconds to advertise during the Super Bowl was $400,000 — up from $345,000 the year before.

The company that spent the most to buy television advertising time last year was Proctor and Gamble: $569 million. The makers of soft drinks all together spent $307 million. Coke alone spent $109 million. In 1982 General Foods spent $232 million, General Mills $170 million, and McDonalds $94 million for television advertising time.

There are nearly 600 network TV commercials every day. The average person sees about 70 of them. More than half of the commercials children see have to do with food products.

In the price you pay for the things you buy is included an amount the manufacturer uses for advertising, such as paying the TV network to buy advertising time. Last year it cost every family $718 for its share of the $61 billion national advertising bill.

Since the networks exist to make money, it is important to them that everyone watch the commercials. So they use clever programs to draw an audience and keep people's attention for the commercial break.

It is not only the overall audience appeal that is important to the advertiser, but the way the program sets up the audience for the commercial break. As you watch TV shows, be attentive to the placement of commercials, the development of the script immediately before and after the break, and the use of special sound and visual effects to capture and sustain the attention of the audience through the series of commercial messages.

Watch also for examples of the deliberate correlation between program subject matter and the products being advertised. This is especially common in some children's programming where the content of the show itself is a thinly disguised extension of the sponsor's pitch. Remember that advertising rates, which produce the bread and butter of the TV industry, are set scientifically show-by-show according to the number of viewers the networks can deliver into the advertiser's grasp.

There is another possible area of discussion dealing with the relationship between explicit and implicit levels of in-

fluence in advertising, between manipulation and freedom of the individual. These issues are not so apparent to students and pose concepts difficult for them to understand. For example, TV commercials not only try to sway us from brand A to brand X, but the cumulative effect of their combined messages is to tell us that the generic product is essential to our life and happiness, that we aren't really worthwhile unless we have one or the other brand. Either way, we become greater consumers and the lifestyle of materialism triumphs. Depending on the group and the amount of time available, the teacher may want to pursue these ideas with the following questions:

1. Are there things which you or your family buy because you saw them on TV but which you think you could do without? What are they?
2. If someone gave you $10,000, what products(s) advertised on TV would you want to buy? Would that be a good use of the money? Are there better ways to use it? Would you share it with people in need?
3. Jesus said he came to bring us the truth and that the truth would set us free. Can you think of ways that TV commercials mislead us, trap us and enslave us?

Television's first mission is not to inform. It is not even to entertain. It is to move goods, to round up viewers for the main event — the commercial.

RON POWERS

Imagery, Language and Technique

"... advertising as it exists today could accurately be described as a craft that uses language and images to create the illusion of superiority."

JEFFREY SCHRANK

To understand the persuasive power and effects on TV commercials it is necessary to probe their imagery, language and technique. Think of a commercial as a multidimensional structure with interlocking parts. Try to get inside it, to see it from the point of view of the architect. What is the purpose, the overall concept? Take the structure apart, piece by piece. Look at each piece separately, then in relationship to other pieces, then in the context of the whole. Select a commercial that is broadcast frequently and probe beneath its surface, considering the following:

1. VISUAL IMAGES. Turn down the volume until the sound is off and look at the picture. What are the dominant images? What are the recessive images? How do they interact? What symbols are used? How are position, posture, expression, locomotion used? How are the images captured: What is the camera angle, the framing, the distance and size of the objects? How are the images put together: What is the sequence, the pacing, the method of transition from one scene or image to the next? What image do you remember the most easily after watching the commercial? What are its obvious and subtle messages?

2. COLOR: Again leaving the sound off, adjust the set so the picture is black and white. If possible, watch the commercial again in color. What is the relationship of color to the appeal of the product? What colors were used? Were they hot or cool? How did the lighting (daylight, dawn, dusk, night) affect the quality of the colors chosen (shade, intensity)? What emotional responses were created by the colors?

3. LANGUAGE. Listen, do not watch the picture. Concentrate on the spoken word. What figures of speech are used (simile, metaphor, hyperbole)? What are the denotation and connotation of the words? Are equivocal "weasel words" used, words which deprive a statement of meaning and avoid a firm commitment to truth (e.g., as much as, up to, the feel of, the look of, many or most)? What kind of voice is used? What is the tonal quality? What kind of inflection and pacing are used? Is the impression one of authority, humor, earnestness, sexiness? What is the main appeal of the argument used to sell the product: logical, psychological, emotional?

4. MUSIC. Again, do not watch the picture. Turn up the volume until the sound is dominant. Close your eyes, let your ears absorb the sound. What role does the music play: Is it primary (theme song) or supportive (background music)? What is the mood or emotion of the music? How does it affect the overall impact of the commercial? What other sounds do you hear: environmental sounds, special sound effects? What do they contribute to the commercial?

TV is chewing gum for the eyes.

FRED ALLEN

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4. ANATOMY OF A PROGRAM
It's a Credit to Everyone

Objectives

Elementary

1. To begin to understand what it takes to create and produce a television program (people, ideas, resources, talent, skills, time, etc.).
2. To appreciate the value and results of cooperation and teamwork.
3. To become aware of the unity that is necessary for a production team to be successful.
4. To begin to realize the Christian aspect of team work.
5. To recognize the importance of the credits for a program.

Junior High

1. To identify what it takes to create and produce a television program (people, ideas, resources, talent, skills, time).
2. To recognize that the talent of the individuals involved is coordinated by the producer.

3. To appreciate the value and necessity of cooperation and teamwork.
4. To understand that unity is necessary in order for a production team to be successful and to realize the Christian dimension of teamwork.

Senior High

1. To understand what it takes to create and produce a television program (people, ideas, resources, talent, skills, time, etc.).
2. To begin to identify shows for their artistic and technical merit.
3. To appreciate the value and results of cooperation and teamwork.
4. To recognize TV programming as a business.
5. To understand the Christian dimension of teamwork and its relationship to a production team

Scriptural References

Rom. 16:17-19	(Watch out for those who upset faith.)
Luke 12:32-34	(Store riches in heaven.)
John 15:1-17	(Abide in my love.)

Background

Many Are Called But Few Are Chosen

PBS, NBC, ABC, CBS are the major networks in this country.

Every year they compete with each other to produce shows that large numbers of people will like and will want to watch.

The networks start with what people *need* and *desire*. They analyze their audience very scientifically.

From many ideas the network selects one that holds the most promise of success, and invites an independent production company to develop a description of a show and the show's characters.

If the network executives like the initial work, they will pay the executive producer to have a script written (about $20,000 for a 22 minute program).

If they like the script, they will order a pilot show to be made, at a cost of $150,000 for 22 minutes. The executive producer then hires a program producer, the director, writers, actors and all the technicians necessary.

If they like and approve the pilot show, the network people then will order 13 episodes to begin to air the series.

Each network spends tens of millions of dollars every year for new program development. They will consider thousands of ideas, write hundreds of scripts and make numerous pilot shows. But out of 10 ideas good enough to become scripts, only four will make it to the pilot stage and just one will be seen on network television.

5. CONFLICT
Settling Our Differences

Objectives

Elementary

1. To recognize what conflict is and to define it.
2. To describe the role of conflict in a TV story and give examples of the various kinds of conflict.
3. To identify action, inner, and sports/game-related conflicts.
4. To recognize the problems created for young viewers by excessive violence in television programming.
5. To begin to understand that religious values can help us in handling conflict.

Junior High

1. To recognize what conflict is and define it.
2. To describe the role of conflict in a TV story.
3. To identify how action and inner conflict keep a story going, and to be able to use specific examples of each of these conflicts.
4. To become more sensitive to the use of excessive violence in TV programming, and to become critical of its use in developing a story.
5. To begin to discuss the role of fair play, team work and respect for others in games and sports.
6. To appreciate how Jesus used conflict in his teaching, to look to the scriptures to see his strong position against violence. Some gospel examples might be Mt. 5:20-24, Mt. 5:38-48, Mk. 10:17-27, Lk. 10:25-37, Lk. 16:19-31 and John 14:23-29.

Senior High

1. To be able to give examples from specific TV shows of various kinds of conflict, i.e., inner, action, violence, sports.
2. To become aware of the problems created for some viewers by the excessive violence in TV programming.
3. To identify and describe various human emotions and feelings that both cause and result from inner conflict. Some examples are: fear, anger, greed, happiness, forgiveness, love, feelings of being successful, joy.
4. To discuss the value of sports and the areas of potential conflict in sports. Conflict may result from the need to win versus playing fair, or being a "winner" or "loser" because your team wins or loses. A discussion of the recreational values of sports, sportsmanship and teamwork may enter into this lesson.

Scriptural References

John 17:21-26 (All may be one.)
Rom. 13:8-10 (Love your neighbors.)
Luke 6:27-38 (Love your enemies.)
Rom. 12:1-21 (Live peaceably with all.)
Eph. 4:17-32 (Be renewed in the Spirit.)
Gal. 5:16-26 (Be led by the Spirit.)

Background

When Conflict Becomes Violent . . .

Violence is a negative and destructive way of working out human conflict. Unfortunately, many TV shows deliberately use violence to attract the attention of viewers.

Even programming intended for children contains a great deal of violence, more than we might suspect. Take, for example, the 10 most popular Saturday morning children's programs, and note the number of violent acts per hour that each one typically contains:

1. "Thundarr the Barbarian" ABC-64
2. "Daffy Duck" NBS-52
3. "Bugs Bunny/Roadrunner" CBS-51
4. "Superfriends" ABC-38
5. "Richie Rich/Scooby Doo" ABC-30
6. "Plasticman and Baby Plas" ABC-28
7. "Heathcliff and Dingbat" ABC-28
8. "Fonz" ABC-28
9. "Tom and Jerry" CBS-27
10. "Popeye" CBS-26

The experts say that by the time children reach 14 they will have seen the violent destruction of 13,000 human beings on TV.

They also say this has a number of negative effects on them:

1. The more violence they see, the more aggressive they will be toward others in attitude and action.
2. Seeing violence on TV leads to becoming fearful of the world.
3. TV violence makes children less sensitive to the pain and suffering of other people.

Chart provided by National Coalition on TV Violence; records period from 1-1-81 to 5-23-81.

As Our World Spins

Since the early days of television one of the most successful forms of programming has been the soap opera. Eleven-and-a-half million people, men and women from every walk of life, watch the "soaps" every day. Many fans even arrange their daily schedules around their favorite show. What makes them so popular? The answer can be seen in the never-ending series of problems which the characters confront and attempt to work through. This is the drama of everyday life, the ups and downs of living with one's self and with other people. In this interior landscape of our lives we experience other kinds of conflicts that don't have action necessarily, but which are nevertheless very real and important. The following are some of the interior conflicts that you will find portrayed in television programs and in your life:

- the struggle to know who I am and to be myself
- the need to be accepted by others despite the feeling I'm being excluded by them
- the challenge to tell the truth but also to respect the right of someone who has confided in me
- the decision to take a big risk such as moving to a new city in order to find a better job

6. HEROES AND MODELS
Follow the Stars

Objectives

Elementary

1. To comprehend that different age groups have different heroes.
2. To appreciate the presence of Christian spiritual heroes and the role of saints in our lives.
3. To recognize that the heroes and models given on TV influence our lives.
4. To recognize that the heroes on TV are different from the Christian models of the saints.

Junior High

1. To appreciate the presence of Christian spiritual heroes and the role of saints in our lives.
2. To be able to identify current television heroes and to understand the attraction of each one.
3. To realize that heroes are important and that people model and pattern their behavior on them.
4. To identify stereotypes.
5. To identify criteria for heroes.

Senior High

1. To appreciate the presence of Christian spiritual heroes and the role of saints in our lives.
2. To identify current television heroes and to understand the attraction of each one.
3. To identify the role of the anti-hero.
4. To identify which heroes people are really trying to model and whether or not they are good models to have.

Scriptural References

Matthew 3:13-17 (This is my beloved Son.)
Luke 1:39-56 (Mary praises the Lord.)
John 12:23-26 (If any man serves me, let him follow me.)

Background

Who's Your Hero

HERO: *a mythological or legendary figure often of divine descent, endowed with great strength or ability; an illustrious warrior; a person admired for his/her achievements and qualities; the principal character in a literary or dramatic work.*

Heroes and heroines have played an important role in people's lives since the beginning of time. We have a natural tendency to look outside of ourselves and up to someone else. We find ourselves limited and incomplete and we search for others who are bigger than us, who motivate our lives and help us to grow to be better people. Heroes and heroines have a positive influence. Many times they come into conflict with anti-heroes. These are the villians and they have a negative influence. Because people like heroes so much, television creates them regularly and uses them to attract its audience of viewers. Consider the heroes of the following current top-rated TV series:

1. "Dynasty"
2. "Three's Company"
3. "Hart to Hart"
4. "M*A*S*H"
5. "Fall Guy"
6. "Dukes of Hazzard"
7. "Diff'rent Strokes"
8. "A-Team"
9. "Magnum P.I."
10. "Hill Street Blues"

7. RELATIONSHIPS
Getting Along with Others

Objectives

Elementary

1. To discover some of the main qualities and problems of family relationships as seen on the most popular family sitcoms.
2. To gain an understanding that problems in real life cannot be solved as quickly and cleanly as those seen on television shows.
3. To appreciate the beauty and goodness of all of God's creation, the unique importance of each individual, and God's plan of harmony for all living things as seen in the story of creation in the Book of Genesis.
4. To begin to identify the types of relationships seen on TV.
5. To identify some of the qualities necessary for a good relationship.

Junior High

1. To identify the types of relationships shown on television.
2. To identify qualities necessary for the development of good relationships.
3. To begin to realize that even the act of watching TV affects relationships.
4. To begin to understand how relationships are influenced by the models and images viewed on TV.
5. To identify how stereotypes influence role models and relationships.

Senior High

1. To identify the types of relationships viewed on TV.
2. To identify the qualities necessary for good relationships.
3. To recognize how to improve one's own relationships.
4. To identify how even the act of watching TV can inhibit developing relationships.
5. To relate the theory of inter-personal relationships to the effect that TV has on individuals, families and society.
6. To understand that the medium of TV cannot model a true image of relationships as they exist in real life.

Scriptural References

1 John 4:13-21	(Love one another.)
James 2:1-17	(Respect all people.)
Eph. 5:20-23; 6:1-4	(Husbands, love your wives.)

Background

Everybody Needs Somebody Sometimes

We are made for relationships with others. That's what it means to be human. Relationships are both common and unique. For example, children have a relationship to their parents, but each one is different and unique. Relationships are also both delicate and complex. Like tiny seedlings, they are half hidden from our view and difficult to understand completely. Each of us works at establishing and nurturing relationships as a life-long task.

Television can help us in this process because it puts us into contact with other people, everywhere on the face of the earth. Through TV we:

- learn about and get to know other people
- become more comfortable relating to people who are different from us
- observe the relationships of other people and how they get along together and work out their problems

However, to have a truly personal relationship there needs to be interaction, give and take. TV is only one-way communication, so it doesn't fill this need of ours. We have to get out to meet others and relate face-to-face.

8. PROBLEMS AND SOLUTIONS
To Be Continued . . . Maybe

Objectives

Elementary

1. To understand the operation of the television story and the necessity to resolve developed conflict.
2. To recognize the need for rather simple solutions to the problem within a given period of time and how we sometimes carry this expectation into our life situations (fast food, getting well fast, etc.).
3. To appreciate the complexity of conflict with which Jesus and his disciples lived and how they handled it with faith, hope and love (i.e., story of coin, God's and Caesar's; story of the cure on the Sabbath; Peter's problem — why admit to the crowd that he belongs to Jesus?

Junior High

1. To study the "quick and easy solution" technique of TV problem solving.
2. To give specific examples of the "quick and easy solution" technique in the students' favorite shows.
3. To discuss the tendency to transfer this technique to other life situations such as relationships with family, friends and school.
4. To recognize the need TV has for rather simple solutions within a given time frame and to look beyond this to see the complexities of a given problem.
5. To appreciate the complexity of conflict with which Jesus and his disciples lived and how they handled it with faith, hope, and love.

Senior High

1. To become aware of problem solving techniques and to discuss their application to TV programs and also to student life situations.
2. To understand the operation of the TV story and to see the necessity to resolve developed conflicts.
3. To recognize the complexity of problems; to be critical of quick, violent, simplistic, or cheap tricks that can be used to solve a problem.
4. To discuss other options to solve problems, such as the power of negotiations, relational skills, compromise.
5. To reflect on gospel values that might help us solve problems and to look up the appropriate scripture passages.

Scriptural References

2 Cor. 4:6-18	(Importance of faith.)
Rom. 8:31-39	(Nothing can separate us from God's love.)
1 Peter 4:12-16	(Suffering as a Christian.)

Background

Elementary, My Dear Watson

Television has developed certain styles and patterns of telling stories. Docu-dramas, sitcoms and action-adventure are some of these formulas. They all work within tight time limits to present a problem, to develop the action and characters, and finally to resolve the problem and conclude the story. In a half-hour television program the script writer has exactly 22 minutes to accomplish all this.

No matter what the story is about or how complex the subject might be in reality, the writer is forced to wrap it up in 22 minutes. TV audiences like to have problems solved when the show ends. In order to meet this expectation in the limited time given, the writer must simplify the story, the plot, the characters, the action and the solution to the problem.

The real problem is that the solution often comes off as totally unrealistic. Unless we are careful and thoughtful, we viewers might accept the superficial TV solutions and apply them to similar situations in our own lives. In some other countries of the world, there is less danger of this both because the people don't expect such easy answers to problems and because TV programs don't have to begin and end on the hour or half-hour.

9. WHAT DO YOU WATCH?
Taming the TV Tube

Objectives

1. To become aware of one's own power over the television medium and the importance of one's individual viewing choices.
2. To develop skills in judging the quality of the programs to watch.
3. To acquire a taste for more challenging and informative kinds of programs.
4. To learn the value of one's time and to learn to exercise stewardship in its use.
5. To determine other specific alternatives to television viewing.

Scriptural References

Mk. 10:17-22	(What must I do?)
Mt. 22:36-40	(Which is the greatest commandment?)
Mt. 25:31-46	(The Son of Man shall come.)

Background

Some Tips for Choosing Good TV Programs

1. Is the program important to me, is it one that will help me grow, that I will remember long after having seen it?
2. Will this program teach me something new about the world and about other people? Is it different from others I have seen already?
3. Does the program present a realistic and truthful view of life?
4. Does it treat men and women fairly and equally? Does it respect people of other races, other cultures, other physical/mental conditions, other countries?
5. Does the program attempt to resolve conflicts and solve problems in peaceful ways, without using violence?
6. Is this program an experience I can share and discuss with others?
7. Does the program stimulate me to do worthwhile activities, such as playing with others, making things, studying about a new subject, learning to do something challenging?
8. Is the program an enjoyable experience, one that refreshes me and makes me a happier person?

Looking into TV's Crystal Ball: Five Views of the 1980's

Television today is the primary source of both information and entertainment for the American public, the primary source of news and what is going on in the world. I think television has been able to bring about better understanding among the peoples of the world; better communication leads to better understanding. And the magic of television through its diverse informational and entertainment programs brings more knowledge to more people than ever before in history.

GENE JANKOWSKI
President
CBS Broadcast Group

The 1980s will be a decade of transition for television. The television set, which for the most part has been a passive device in the American home, will emerge as an interactive one, with the consumer having more to say about what is on his TV screen and when.

Satellites, cable TV, pay TV, video games, home computers, VCRs, videodiscs, will alter the viewing habits of millions of Americans. Through these developments the amount of programming available in the home is increasing and will continue to do so through the next decade.

HERBERT SCHLOSSER
Executive Vice-President
RCA Videodisc Project

The refinements in technology, such as home video devices, cable television, and pay television — combined with the influence of the fuel crunch, inflation, and a population with an increasing number of older Americans — will mean an increase in television viewing in the 1980s.

As this happens, television will become increasingly important as a home entertainment and information center, and the viewer's appetite for programming and expanded services will grow. Though audiences will continue to rely on commercial television's news, sports, and broad-appeal entertainment programming, they will want to augment these services with software that meets their narrow, specific interests as well.

FRED PIERCE
President
ABC Television

Media is absorbing more of the individual's leisure time, and it will not be used strictly as entertainment but also self-improvement.

I think it will provide individuals with a greater capacity for learning in a more comfortable experience, a more economic experience, and therefore it will increase development at a much more rapid pace, which will affect their working ability and their potential.

JAMES FIEDLER
Executive Vice-President
MCA DiscoVision

The commercial television share of household television viewing will remain high. The impact of any one of the alternative program sources will not decrease our audience but will increase the numbers of hours each household spends watching all televised services.

This is a time when our world has never been more complicated or difficult to understand . . . and we intend to search for ways to make television more responsive to the public's need for information and more helpful in sorting out the complications of their lives.

FRED SILVERMAN
President
NBC Television

TIPS FOR THE ELEMENTARY TEACHER

1. What Is Television?

Most elementary students seem just to accept TV in their lives. They have not yet learned how to make responsible decisions about which programs to watch and the amount of time to spend watching TV. This first lesson, then, is intended to have the students take a serious look at the impact of TV (both positive and negative), and to consider what they watch. The graphics are intended to focus on the content of the lesson.

The story about St. Mary's School is intended as the groundwork for a discussion with parents about TV. The chart "From Out of TV's Past" could be a springboard for a discussion on the impact of TV on society.

A major element of this unit is the log book for students to keep (Activity #4). Many teachers have noted that when students record the actual amount of TV they watch, they were amazed at the quantity.

As in all of the lessons, the questions and activities are intended as a starting point for you and your class. Your

own creativity can lead to many other areas of discussion and activities.

You may decide to have the students keep their TV logs for comparison at the end of *The Media Mirror* unit. They could be used for:

1. Comparing the shows they watched earlier to what they are watching now;
2. Discussion with parents;
3. A basis for selecting quality programming to watch;
4. Comparing with the shows they choose to watch at the end of the course;
5. Comparing the amount of time spent at the end of the course to the amount spent at the beginning.

2. Varieties of Reality

Elementary students tend to believe that what they see is real, even though they will tell you in a discussion that a lot of TV is fake. They have difficulty distinguishing between the theory (TV is not real) and their perceptions (TV is real).

By its nature, the programming on TV presents strong visual images. So it is very difficult for elementary students to perceive these images and also determine whether or not such images are truth or a distortion of truth.

This lesson is intended to have students begin to analyze TV programming. On one level they may be able to carry on a class discussion about fantasy, fiction and fact. But it is important that, through the identification of characters and comparisons to real life situations, they develop this ability more precisely. They need to analyze reality as viewed through the media. Discerning viewers need to be able to identify the various elements of programs and to distinguish fact, fiction and fantasy as a show takes place. Question #5 is crucial to this lesson. Other questions are intended to provide some content to help students make accurate decisions about reality.

3. Commercials

"How do you spell relief?" Try this as your opening for your lesson commercials. Don't be surprised if the class spells "R-o-l-a-i-d-s." Many classes do.

This unit will be one that the class gets very excited about. it seems that even memories of the commercials get an enthusiastic response.

The teaching task of this lesson is to help students to understand that they are free to decide their own wants. Advertising is meant to influence these needs and wants. As Christians, we value free will. Elementary students are just reaching a point where they can begin to appreciate the influence of TV advertising in their lives.

Since the value of money is not always understood by students, it may help to compare the amount spent on advertising with more concrete examples, i.e., how many houses it would buy in their neighborhood, or with the amount collected each week in the parish.

Kidvid Exploitation

Some children's shows are little more than thinly disguised commercials. The commercial forces behind children's programming are so strong that even one of the best shows this season, "The Charlie Brown and Snoopy Show," is first and foremost a marketing gimmick for advertisers.

The following is from a trade publication urging advertisers to use the "Charlie Brown" characters in selling their products:

> Backed by more than $20 million in consumer advertising, (the show) is the most highly charged merchandising impact ever made with a character property! Every Saturday morning, millions and millions of fans (read children) will enjoy the comic strip antics of the Peanut's cast. It's yet another part of Peanut's unparalleled worldwide media mix — a presold audience base that adds up to billions of (advertising) impressions annually!

In response to this phenomenon, Peggy Charren, President of Action for Children's Television, says: "Someone has to let broadcasters know that they can't get away with turning children's television into The Big Sell." She points to eight programs that are based on toys and other products:

ABC	"Monchichis"
	"Pac-Man"
	"Rubik, the Amazing Cube"
NBC	"The Shirt Tales"
	"The Smurfs"
CBS	"The Biskitts"
	"Dungeons and Dragons"
	"Saturday Supercade"

Continues Carren: "The problem of program-length commercials exists only on children's television. Soap opera plots do not revolve around the virtues of Tide vs. All. Commercial broadcasters and advertisers are working together to deprive children of their rights to TV entertainment and education."

Source: "Entertainment" by Nick Coleman
Minneapolis Tribune, Nov. 27, 1983

4. Anatomy of a Program

Most elementary students readily recognize the stars of certain programs, but have not considered the necessity of the other people involved in the production. The text of this lesson is meant to begin this awareness. This lesson is divided into three sections of information: the text, the description of the play, and the Word Find. The discussion and activities that take place within your class will develop the importance of this information. You will note that the three activities listed develop each of these areas. Any encyclopedia gives a good description of the various jobs relating to TV production.

In selected regions of the country the CBS Reading Enrichment program provides scripts for special programs occasionally during the year. Your students may have participated in this program, or there may be a current program being made available. These scripts provide instructions for the camera and staging. This material could be referred to and/or incorporated into this lesson.

Since most classes have performed plays, moving to a TV production is a simple step. Students can freely create and produce the program by elaborating on the roles given. This is meant to suggest a framework, or to indicate the type of play that fourth-graders might create. It is not meant as a full production. This selection could also be used as a reference for discussion, if you prefer.

We recommend that the Word Find be used and followed by a discussion of all the types of roles that make a program possible. This is not meant only as a game, but as evidence of the type of teamwork possible to produce a quality program.

5. Conflict

This is an extension unit. In the original pilot project this lesson was treated as two separate lessons, "Conflict in Action" and "Interior Conflict." The abstract perspectives of interior conflict were difficult for elementary students to comprehend. These elements are now combined into one lesson, since it is more graphic to compare them at one time.

As your class discusses the conflict in each of the senarios, you may want to stress that the action is one type of conflict, but the inner conflict is also real and needs to be identified.

The questions and activities are meant to help students to reflect upon the daily situations real to them; they can then transfer this ability to recognize conflict in action and in inner feeling to programs watched.

6. Heroes and Models

Most elementary students have heroes who are given to them by the media. These heroes range from sports figures to TV personalities. Occasionally students name a hero as some person whom they know in their daily life. This lesson is meant to help students identify whom they look to as a hero and why. Hopefully, they can begin to develop criteria for having a hero. This lesson can help them begin to selectively consider the qualities of a real hero. How do TV heroes compare to real life people? How could a TV hero compare to Jesus?

A 22 minute situation comedy, or even a 44 minute program of quick action such as "Magnum, P.I.," cannot show the qualities that make real life heroes. As the class discusses their heroes, the heroism of their parents and of the church's saints, have them consider the elements of daily life that make real people heroes. For example, what did St. Francis do in his life? Discuss why he is pictured in the lesson. Could a movie show the reality of his daily life that truly makes him a model?

Since the quick action and violence seen on TV has such a powerful effect on children, it may be important to extend the discussion in your class to noting some of the heroes known in your local area. Are there any volunteer parents, handicapped individuals, kind and generous people who witness the gospel message? They can be identified by the students as heroes because of the way they live their daily lives. Sometimes these heroes are shown on local TV. If you make a class bulletin board as listed for activity #3, it would be good to include these people.

Watching TV appears passive, but there is a variety of forms of activity: choice of program, expectations for it, decision to give it our time, and emotional involvement.

WILLIAM KUHNS

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7. Relationships

These pages are intended to begin an initial understanding of TV and its effects on relationships. Both interpersonal relationships and intra-personal relationships are influenced by TV. As students begin to identify essential qualities of good relationships, they should be able to critique the relationships viewed on TV in a more realistic manner. The models and stereotypes presented on TV are considered real by some children. The upper levels of *The Media Mirror* project deal with this concept in a more advanced manner. However, elementary students need to begin recognizing elements of relationships and the manner in which TV presents these relationships. The 22 or 44 minutes of a program cannot adequately represent real life, but it can help us see the complexity of relationships. The final activity (#6) is intended to show the levels and depths of relationships. It may be most useful to do this activity as a class or in teams.

8. Problems and Solutions

The dilemma of portraying real life in 22 minutes or 44 minutes, as evidenced in the previous lesson on relationships, is heightened in the area of problems and solutions. While the first page of this lesson discusses the concept of solving problems in different ways, it is very important in this lesson that the questions be considered with the class. Happy endings, open-ended shows, "to be continued" shows, and quick or easy solutions are key elements for this lesson.

Elementary students would often like real problems to be solved as quickly as on TV. The second activity is designed to have them think about real solutions to problems and also to gain an insight into the time element involved.

9. What Do You Watch?

The real success of this total *Media Mirror* project hinges on how it influences students to make responsible choices in regard to TV. This ability does not happen instantly (remember, there are not quick solutions to problems in real life) and does not come with one unit on TV. However, the reflections, discussions and activities that students have participated in during the last eight lessons have created momentum to help them make some responsible choices.

The insert asking for alternative activities to watching TV is crucial to this lesson. This could perhaps be a game with teams coming up with 25 or 30 or more creative suggestions. Now that the class reflected on TV, it is important to continue understanding its impact upon the life of each student. They now have a chance to identify how they can allow TV a valid place within their lives. Helping students select shows that they think are most interesting and the best use of their time is a practical way to end this unit (activity #2). Many teachers also keep an ongoing bulletin board listing information about worthwhile programs.

CATECHETICAL TEXT CORRELATIONS: ELEMENTARY

The following is a list of chapters from common catechetical texts that may tie in with one of the media lessons. It can assist the teacher in integrating a given unit into an existing religion class. Many different approaches can be taken. Many other texts obviously could be used. In some cases, scripture stories can be the best resource.

1. WHAT IS TELEVISION?

Benziger—*In Christ Jesus* Series
Lesson 24—Reaching out.
Brown—*Focus on Living* Series
Sadlier—*The Lord of Life* Program
Silver Burdett—*Growing in Faith* Series
Lesson 22-26—Talks of using the various things of creation to grow.
Winston—*Easter People* Series
Lesson 1—Our stories and rituals tell us about ourselves.

2. VARIETIES OF REALITY

Benziger
Lesson 9—Jesus taught the way.
Brown
Lesson 1—I know where I have been.
2—I belong to the Church.
3—I know where I am going. Gives a sense of facts, identity, who the student is, age.
Sadlier
Lesson 16—We try again and again. Talks about our gifts and our responsibility for what happens.
17—We choose to love. Talks of right and wrong in our lives.
18—We show we are sorry. Story about forgiveness.
Silver Burdett
Unit 3, 4—Our love for people in need and our love for the world.
Winston
Lesson 1—Our stories and rituals tell us about ourselves.
2—Our family stories help us grow.
3—We celebrate our stories.

3. COMMERCIALS

Benziger
Lesson 16—The Beatitudes.
23—Signs of caring.
Brown
Lesson 12—I meet Jesus.
25—Jesus speaks about love.
Silver Burdett
Lesson 9—God calls us to share unselfishly.
22—God calls us to enjoy life.
23—God calls us to use things with care.
Winston
Lesson 15—Jesus surprises the people.
17—Jesus asks people to change.

4. ANATOMY OF A PROGRAM

(I Corinthinas 12 would be a helpful scripture passage to tie in with this lesson.)

5. CONFLICT

Benziger (possible related chapters in some common religious education texts)
Lesson 13—Rules.
14—Ten Commandments.
15—Keeping the commandments.
16—Beatitudes.
18—Forgiveness.
22—Signs of belonging.
23—Signs of caring.
Brown
Lesson 1—The future is mine.
6—I can shape the future.
7—Jesus' law guides me.
8—Jesus speaks about love—talks about his commandment of love.
15—Jesus speaks about love by using parables of the kingdom.
16—Christians live love.
24—Jesus gives his peace.
25—Jesus forgives me.
Sadlier
Lesson 1—We are a living community.
2—We love one another.
5—We live Jesus' way of happiness.
16—We try again and again.
17—We choose to love.
18—We show we are sorry.
19—We forgive one another.
20—We rebuild our community of love.
Silver Burdett
Unit 2—Our love for others.
3—Our love for people in need.
4—Our love for the world.
Lesson 11—God calls us to treat others fairly.
13—God calls us to tell the truth.
14—God calls us to respect our lives.
Winston
Unit 3—Examples of conflict.
4—Parables of Jesus (conflict stories).
Lesson 22—We celebrate Good Friday.

6. HEROES AND MODELS

Benziger
Lesson 7—Heroes.
8—Jesus.
11—Mary our Mother.
12—Following Jesus.
Brown
Lesson 12—I meet Jesus.
14—I follow Jesus.
15—Jesus speaks about love.
16—Christians live love.
Sadlier
Lesson 1—We are a loving community.
2—We love one another.
All Saints—we rejoice with the Saints.
Silver Burdett
Lesson 5—God calls us to face hard things.
9—God calls us to share unselfishly.
10—God calls us to respect others.
11—God calls us to treat others fairly.
Winston
Lesson 10—The Hebrews struggle in the desert. Moses as an example of a hero.
12—The Hebrews enter the promised land. Story of David.
13—David establishes the kingdom. Conflict story of Saul and David.
20—We celebrate Palm Sunday.
21—We celebrate Good Friday.
23—We celebrate the Resurrection.

7. RELATIONSHIPS

Benziger
Lesson 10—Family life.

Brown
Lesson 17—We receive from God.
18—Jesus gives the Eucharist.
Sadlier
Lesson 6—We love as God's children.
7—We love as Jesus loves.
11—We love and respect our parents.
Silver Burdett
Lesson 5—God calls us to be grateful.
10—God calls us to respect others.
Winston
Lesson 1—Our stories and rituals tell us about ourselves.
2—Our family stories help us grow.
3—We celebrate our stories.

8. **PROBLEMS AND SOLUTIONS** (Bible stories)
Matthew 22:15-22
Luke 2:41-52
Luke 5:17-26 (some examples of problem stories)

9. **WHAT DO YOU WATCH?**
(lessons on stewardship, use of time, talent, and treasure)
Ecclesiastes 3:1-8

Understanding television requires that we understand ourselves. Controlling TV demands that we search out our values and needs. Our hand on the dial, our finger on the on-off switch, our signature on letters will mean nothing unless we are certain of our own attitudes and beliefs. Once we have determined them and made them our possessions, we can make television into an asset which will bolster our point of view, educate our children, and enrich our lives.

JAMES BRIEG

CATECHETICAL TEXT CORRELATIONS: JUNIOR HIGH

The following list will help you correlate some of the units in the Junior High edition of *The Media Mirror* curriculum with some of the most commonly used religious education series. The emphasis in most series for this grade level is Jesus.

1. **WHAT IS TELEVISION?**
Our Sunday Visitor—*And These Thy Gifts*
Ch. 1 Exploring the Past: starship and search ideas.
Benziger—*In Christ Jesus*
Ch. 1 Being Together: belonging to a community/society.
Silver Burdett—*Jesus, Lord and Savior*
Ch. 2 The World Jesus Came Into

2. **VARIFTIES OF REALI Y**
Our Sunday Visitor—*And Thes. Thy Gifts*
Ch. 2 Was There Really a Jesus?
Silver Burdett—*Jesus, Lord and Savior*
Ch. 3 The Person of Jesus

3. **COMMERCIALS**
Our Sunday Visitor—*And Thise Thy Gifts*
Ch. 10 Parables of Jesus
W. C. Brown—*Focus on Faith in Jesus*
Ch. 3 Focus on the Messa:e of Jesus
Bengizer—*In Christ Jesus*
Ch. 9 Followers of Jesus Christ: Beatitudes
Silver Burdett—*Jesus, Lord and Savior*
Ch. 6 Jesus' Kingdom Is Not of This World
Our Sunday Visitor--*I Call You Friends/Level I*
Ch. 1 Called to be Human
Sadlier—*Rejoice in the Lord*
Ch. 2 Jesus as Storyteller: the parables
Ch. 3 A Practical Lifestyle: the way of the Lord
Ch. 12 At Home in Creation: relating to the univer:e.

4. **ANATOMY OF A PROGRAM**
Our Sunday Visitor—*And These Thy Gifts*
Ch. 16 When Two or Three Are Gathered: Church
W. C. Brown—*Focus on Faith in Jesus*
Ch. 8 Jesus Establishes a Church
Benziger—*In Christ Jesus*
Ch. 3 Building the Kingdom: serving others, common goals, working together.
Silver Burdett—*Jesus, Lord and Savior*
Ch. 12 The Church of Jesus: continuing Jesus' teachings and mission.

5. **CONFLICT**
Our Sunday Visitor—*And These Thy Gifts*
Ch. 6 Jesus and the Law
Ch. 19 Resistance and Rejection: Jesus' agony, arrest, denial.
Ch. 22 The Messiah: Glorified For Us: growth, pain and victory for self.
W.C. Brown—*Focus on Faith in Jesus*
Ch. 7 Jesus Teaches Us How to Live a Moral Life
Benziger—*In Christ Jesus*
Ch. 10 Be Not Afraid: inner courage and strength.
Ch. 15 Whatever You Do For These
Ch. 16 The Gift of Respect
Our Sunday Visitor—*I Call You Friends/Level I*
Ch. 6 Reality of Sin and Evil
Ch. 7 Personal Sin
Ch. 8 Conscience and Maturity
Ch. 9 The Witness of Conscience
Ch. 10 The Gospel: Invitation to Conversion
Ch. 11 Christian Forgiveness
Ch. 12 Sacrament of Reconciliation
Sadlier—*Rejoice in the Lord*
Ch. 4 Decision Time: free to follow.
Ch. 21 Be Forgiven: reconciliation
Silver Burdett—*Jesus, Lord and Savior*
Ch. 8 Jesus Suffers and Dies to Redeem Us

6. **HEROES AND MODELS**
Our Sunday Visitor—*And These Thy Gifts*
Ch. 26 Acts of the Apostles
Ch. 27 A Man for All Seasons: St. Paul
Ch. 24 Cosmic Christ
W.C. Brown—*Focus on Faith in Jesus*
Ch. 2 Focus on Faith in Jesus
Benziger—*In Christ Jesus*
Ch. 11 Caring People: Peter
Sadlier—*Rejoice in the Lord*
Ch. 1 Jesus Invites: his first followers.

Silver Burdett—*Jesus, Lord and Savior*
Ch. 9 Jesus Is the Risen Lord: Apostles
Ch. 12 The Church of Jesus: apostles and martyrs.
Our Sunday Visitor—*I Call You Friends/Level 1*
Ch. 16 Jesus—Redeemer of His People
Ch. 17 Jesus—A Real Person
Ch. 18 Responding to Jesus: Francis of Assisi
Ch. 19 Responding to Jesus: Elizabeth Seton
Ch. 20 Christian Witness: Mother Teresa

7. RELATIONSHIPS
Benziger—*In Christ Jesus*
Ch. 13 Great Expectations: rules and expectations of groups.
Ch. 21 Love in Action: responsibility
Our Sunday Visitor—*I Call You Friends/Level 1*
Ch. 5 Honesty—A Christian Response
Ch. 21 The Eucharist: A Celebration of Life
Ch. 22 The Eucharist: Celebration of Community
Sadlier—*Rejoice in the Lord*
Ch. 11 Together in Friendship: relating to others.

8. PROBLEMS AND SOLUTIONS
Our Sunday Visitor—*And These Thy Gifts*
Ch. 28 The Jewish-Gentile Crisis

W. C. Brown—*Focus on Faith in Jesus*
Ch. 9 Jesus Solves the Mystery of Death
Benziger—*In Christ Jesus*
Ch. 19 Making the Best Choices
Silver Burdett—*Jesus, Lord and Savior*
Ch. 10 Emmanuel—Jesus Is God With Us
Our Sunday Visitor—*I Call You Friends/Level 1*
Ch. 2 Called to be Responsible
Ch. 3 Responsibility and Decision-Making
Ch. 4 The Difficulty of Deciding
Sadlier—*Rejoice in the Lord*
Ch. 4 Decision Time: free to follow.

9. WHAT DO YOU WATCH?
W.C. Brown—*Focus on Faith in Jesus*
Ch. 10 Focus on You: creating self, deciding on kind of life to live.
Benziger—*In Christ Jesus*
Ch. 24 A Coming of Hope: planning one's future with hope.
Sadlier—*Rejoice in the Lord*
Ch. 10 Growing as Person: relating to oneself.
Ch. 23 Be Called: Christian vocation.

CATECHETICAL TEXT CORRELATIONS: SENIOR HIGH

The following is a list of textbook chapters that may be helpful in dealing with the media units.

1. WHAT IS TELEVISION?

Your Faith and You	Chap. 2 Jesus (Ave Maria Press)
Jesus and You	Chap. 4 The Message of Jesus (Ave Maria Press)
The Jesus Book	Chap. 4 Jesus' Experience of Life (William C. Brown Co.)
Challenge	Chap. 3 The Bible (William C. Brown Co.)
Jesus: God's Son with Us	Chap. 1 The Search for Jesus (William H. Sadlier Co.)
Jesus: God's Son with Us	Chap. 12 Yesterday, Today and Tomorrow (William H. Sadlier Co.)

2. VARIETIES OF REALITY

Jesus and You	Chap. 11 Getting to Know Jesus (Ave Maria Press)
Christian Morality and You	Chap. 4 The Ethical Teachings of Jesus (Ave Maria Press)
Understanding the Bible	Chap. 5 The New Testament: God's Revelation in Christ (William C. Brown Co.)
Understanding Christian Morality	Chap. 1 What Is Morality? (William C. Brown Co.)
New Testament: Christian Scriptures	Chap. 10 Luke: Joyful Gospel (William H. Sadlier Co.)
New Testament: Christian Scriptures	Chap. 4 Paul, the Trouble Shooter (William H. Sadlier Co.)

3. COMMERCIALS

Your Faith and You	Chap. 6 Christian Morality: Living a Christian Life (Ave Maria Press)
Jesus and You	Chap. 7 Our Share in the Paschal Mystery (Ave Maria Press)
Challenge	Chap. 4 The God of Christian Faith (William C. Brown Co.)
Understanding Christian Morality	Chap. 5 The "Jesus Principle" in Morality (William C. Brown Co.)
Faith: Becoming True and Free	Chap. 3 Doubting and Trusting (William H. Sadlier Co.)
Faith: Becoming True and Free	Chap. 9 Belonging Together (William H. Sadlier Co.)

4. ANATOMY OF A PROGRAM

Christian Morality and You	Chap. 3 Relationship and Responsibility (Ave Maria Press)
Christian Morality and You	Chap. 11 Sources of Morality (Ave Maria Press)
The Jesus Book	Chap. 5 The People's Experience of Jesus (William C. Brown Co.)
Challenge	Chap. 8 What Do Christians Know about Jesus (William C. Brown Co.)
Old Testament: Hebrew Scripture	Chap. 7 God's Voice (William H. Sadlier Co.)
Old Testament: Hebrew Scripture	Chap. 10 The Promised One (William H. Sadlier Co.)

5. CONFLICT

Christian Morality and You	Chap. 7 What's This Thing Called Sin (Ave Maria Press)
Christian Morality and You	Chap. 5 Conscience (Ave Maria Press)
Understanding Christian Morality	Chap. 1 What Is Morality? (William C. Brown Co.)
Understanding Christian Morality	Chap. 5 The "Jesus Principle" in Morality (William C. Brown Co.)
Moral Growth: A Christian Perspective	Chap. 5 Conscience: Friend to Cultivate (William H. Sadlier Co.)
Moral Growth: A Christian Perspective	Chap. 10 Integrity: Building Meaning (William H. Sadlier Co.)
The Sacraments and You	Chap. 1 Sacraments—Beginning with Jesus (Ave Maria Press)
The Sacraments and You	Chap. 6 Forgiveness—the Sacrament of Reconciliation (Ave Maria Press)
Understanding Christian Morality	Chap. 3 The Reality of Evil (William C. Brown Co.)
Understanding Christian Liturgy	Chap. 6 The Special Relationship with God and the "Healing Sacraments" (William C. Brown Co.)
Prayer and Worship: Praise the Lord with Gladness	Chap. 2 The Prayer of Jesus (William H. Sadlier Co.)
Prayer and Worship: Praise the Lord with Gladness	Chap. 9 Healings (William H. Sadlier Co.)

6. HEROES AND MODELS

Jesus and You	Chap. 3 A Portrait of the Human Jesus (Ave Maria Press)
Jesus and You	Chap. 9 Christ Lives in His Saints (Ave Maria Press)
Challenge	Chap. 12 The Spirit of Jesus Transforming the World (William C. Brown Co.)
Understanding Christian Worship	Chap. 1 Keeping in Touch with God (William C. Brown Co.)
Jesus: God's Son with Us	Chap. 7 Jesus and the Spirit (William H. Sadlier Co.)
Church: Our Faith Story	Chap. 6 Sharing Our Story (William H. Sadlier Co.)

7. RELATIONSHIPS

Your Future and You	Chap. 1 We Have Been Friends Together (Ave Maria Press)
Your Future and You	Chap. 5 Some Practical Concerns of Married Couples (Ave Maria Press)
Understanding Christian Morality	Chap. 5 The "Jesus Principle" in Morality (William C. Brown Co.)
Understanding Christian Worship	Chap. 7 Experiencing a Special Relationship with God: Matrimony and Orders (William C. Brown Co.)
Moral Growth: A Christian Perspective	Chap. 6 Friends: Gift, Task and Risk (William H. Sadlier)
Lifestyles: Shaping One's Future	Chap. 9 Marriage: Sharing Love and Life (William H. Sadlier Co.)

8. PROBLEMS AND SOLUTIONS

Jesus and You	Chap. 11 Getting to Know Jesus (Ave Maria Press)
Christian Morality and You	Chap. 6 Law and Freedom (Ave Maria Press)
Challenge	Chap. 4 The God of Christian Faith (William C. Brown Co.)
The Jesus Book	Epilogue Jesus and Twentieth Century Christians (William C. Brown Co.)
Faith: Becoming True and Free	Chap. 1 Believing Is Seeing (William H. Sadlier Co.)
Faith: Becoming True and Free	Chap. 6 Hope and Suffering (William H. Sadlier Co.)

9. WHAT DO YOU WATCH?

Your Faith and You	Chap. 11 Catholic Identity and Contemporary Catholic Concerns (Ave Maria Press)
Christian Morality and You	Chap. 9 Respect for Life (Ave Maria Press)
Achieving Social Justice	Chap. 1 The Vision of Jesus (William C. Brown Co.)
Achieving Social Justice	Chap. 2 The Beginnings of Social Justice (William C. Brown Co.)
Social Issues: Just World	Chap. 4 Jesus and God's Justice (William H. Sadlier Co.)
Social Issues: Just World	Chap. 10 Making a Difference (William H. Sadlier Co.)

Resource Manual

Print Materials

Books for Teachers

Chevney, Arnold B. and Potter, Rosemary Lee. *Video: Using Television in the Elementary Classroom.* Education Service, Inc., P.O. Box 219, Stevensville, MI 49127. 1980. Practical collection of 158 teaching activities for utilizing TV as a motivator and supporter of classroom instruction. All curriculum areas covered.

Crosby, Michael OFM Cap. *Children and Ads.* Justice and Peace Center, 3900 N. Third St., Milwaukee, WI 53212. 1977. Lessons to help educators develop in themselves and in their students life-skills regarding the advertising environment.

Emmens, Carol A. *An Album of Television.* Franklin Watts, Inc., 730 Fifth Avenue, New York, NY 10019. 1980. An interesting overview of television and its influence in our daily lives from the first broadcasts of the 1930's to the present day.

Kane, Heidi, ed. *Critical Television Viewing: A Language Skills Work-a-Text.* Globe Book Company, 50 West 23rd St., New York, NY 10010. 1980. Contains activities, charts, games, logs, illustrations and lesson plans to introduce and reinforce basic skills and concepts.

Logan, Ben and Moody, Kathryn. *Television Awareness Training: A Viewer's Guide for Family and Community.* Abingdon Press, 201 Eighth Avenue South, Nashville, TN 37202. 1979. Collection of articles, homework sheets and exercises designed to deal with major areas of television: violence, stereotypes, sexuality, children, minorities, etc.

Media Action Research Center, Inc., *Growing with Television.* Cooperative Publications Association, Box 179, St. Louis, MO 63166. 1980. A comprehensive curriculum for studying biblical values and the television experience. Twelve sessions focus on four units: world views, life-styles, relationships and concept of self. Different materials for five age levels: young elementary to adults. A "starter kit" contains samples of all resource elements of program.

Postman, Neil. *Teaching as a Conserving Activity.* Delacorte Press, 1 Dag Hammarskjold Plaza, 245 E. 47th St., New York, NY 10017. 1979. Presents education as a thermostatic activity which should offer a balance to the biases of culture, especially television, the "first curriculum."

Potter, Rosemary Lee. *New Season: The Positive Use of Commercial Television with Children.* Charles E. Merrill Publishing Co., Columbus, OH 45216. 1976. Creative lessons for teachers to use for programs children watch after school; television as a learning alternative.

Rehak, Robert. *Me and My TV.* Journalism Education Association, 147 Tomahawk Trail, Shabbona, IL 60550. 1976. Report on role of TV in developing verbal skills and bringing together adolescants and adults. Offers implications for classroom and home.

Roes, Nicholas. *Helping Children Watch TV.* Teacher Update, Box 205, Saddle River, NJ 07458. 1978. A practical handbook of TV-related learning activities designed to make television an ally with teachers and parents.

Schrader, Diana. *A Guide for Using Television in Your Classroom.* Good Apple, Inc., Box 299, Carthage, IL 62321. 1980. Over 150 classroom-tested games and activities. Ideas for a media center, reproducible sheets and bulletin boards.

Schultz, Jill M. *A Teacher's Guide to Television Evaluation for Children.* Charles C. Thomas Publisher, 2600 South First St., Springfield, IL 62717. 1981. Provides background information, specific techniques to reinforce academic skills and enrich children's viewing experiences.

Schwarz, Meg. *TV and Teens.* Addison-Wesly Publishing Co., Reading, MA 01867. 1982. A collection of essays exploring what teenagers are learning from television and how it can better meet their needs.

Singer, Dorothy, Singer, Jerome and Zuckerman, Diana. *Getting the Most Out of TV.* Goodyear Publishing Co., 1640 Fifth St., Santa Monica, CA 90401. 1981. Presents instructional units for grades 3-6 on TV programming, special effects, characters, action and aggression, how TV works, commercials. Includes reproductible student materials. Companion text to authors' book, *Teaching Television: How to Use TV to Your Child's Advantage* (see Parent Books below).

White, Ned. *Inside Television.* Science and Behavior Books, Inc., Box 11457, Palo Alto, CA 94306. 1980. Text for high school students on critical TV viewing skills. Includes textbooks, workshops and teacher manual.

Winick, Marriann Pezzella and Wehrenberg, Judith. *Children and TV II.* Association for Childhood Education International, 3615 Wisconsin Ave. N.W., Washington, D.C. 20016. 1982. Focuses on four main areas: children, classroom, learning and parents. Includes a Parent Workshop on TV for teachers.

Books for Parents

Baran, Stanley J. *The Viewer's Television Book.* Penrith Publishing Co., Box 18070, Cleveland Highths, OH 44118. 1980. Short overview of the influence and impact of television upon individuals and the family. A personal guide including additional reading suggestions.

Borgman, Dr. Paul. *TV: Friend or Foe? A Parent's Handbook.* David C. Cook Publishing Co., 850 North Grove Avenue, Elgin, IL 60120. 1979. Helps parents understand their children's viewing experience and provides practical ways to change TV from a threat into a friendly family affair.

Breig, James. *What's On Tonight? A TV Guide for the Discriminating Viewer.* Liguori Publications, One Liguori Road, Liguori, MO 63057. 1976. This TV critic/author's booklet outlines some practical ways of becoming discriminating viewers.

Gregory, Freida and Morris, Edward. *TV: The Family School.* Avatar Press, Box 7727, Atlanta, GA 30357. 1976. Gives adults some good teaching techniques and pointers about child development. Includes games and suggests ways of talking about TV happenings with children.

Howe, Leland W. and Solomon, Bernard. *How to Raise Children in a TV World.* A & W Publishers, 95 Madison Avenue, New York, NY 10016. 1979. Practical handbook to show parents and teachers what they can do to utilize TV's potential for positive learning and avoid some of the destructive effects of the medium.

Kaye, Evelyn. *How to Treat TV with TLC.* Beacon Press, 25 Beacon St. Boston, MA 02108. 1979. In this family guide to children's television, the focus is on the state of children's TV programming and practical ways of dealing with it. Includes extensive resource guide.

McNulty, Edward. *When TV is a Member of the Family.* Abbey Press, St. Meinrad, IN 47577. 1981. Examines TV's role in the family from the point of view of the Christian Gospel. Addresses the positive aspects of the medium but also discusses the threats it poses to family life and offers strategies for dealing with such dangers.

Moody, Kate. *Growing Up on Television: The TV Effect.* Times Books, 3 Park Avenue, New York, NY 10016. 1980. A comprehensive volume on the effects of TV on children and what to do about them. Includes chapters on home, school and society in general.

Singer, Dorothy, Singer, Jerome and Zuckerman, Diana. *Teaching Television: How to Use TV to Your Child's Advantage.* The Dial Press, 1 Dag Hammerskjold Plaza, New York, NY 10017. 1981. A highly recommended volume that not only answers parents' questions but also shows them how to use TV to further a child's growth and understanding. Short essays on a variety of topics are followed by suggested discussion questions, activities and further reading.

Wilkins, Joan Anderson. *TV Guide-Away.* The Roan Press, Box 785, Pearl River, NY 10965. 1979. Gives families alternatives to life with less TV. Provides attitudes, strategies and programs of play for the entire family, helping limit the amount of TV watching.

WNET-Channel 13. *Television and Your Family.* WNET/Thirteen, Education Division, 356 West 58th St., New York, NY 10019. 1981. Booklet of activities and suggestions for guiding the home television viewing of children.

Books for Students

Young Readers

Fenten, Don and Barbara. *Behind the Television Scene.* Crestwood House, Box 3427, Mankato, MN 56001. 1980. Describes the activities that take place during the production and presentation of television programs.

Freeman, Don. *The Paper Party.* Penguin Books, 625 Madison Avenue, New York, NY 10022. 1977. A small boy goes through the television screen for a party with the puppets from his favorite program and is asked to stay.

Rosen, Winifred. *Ralph Proves the Pudding.* Doubleday Publishing Co., 501 Franklin Avenue, Garden City, NY 11530. 1972. A young boy is invited to appear in a TV commercial and learns how TV can exploit products and people.

Intermediate-Junior High Readers

Angell, Judie. *And Now a Word From Our Sponsor or My Friend Alfred.* Bradbury Press, 2 Overhill Road, Scarsdale, NY 10583. 1979. A satire about younsters who set out to protect consumers from a dangerous drinking mug advertised on TV. They end up challenging the whole world of TV advertising.

Beal, George. *See Inside a Television Studio.* Warwick Press, 2616 N.W. 33rd St., Oklahoma City, OK 73112. 1978. Good illustrations introduce young readers to a TV studio.

Bond, Michael. *Paddington Takes to TV.* Houghton Mifflin, 2 Park St., Boston, MA 02107. 1974. The lovable bumbling bear in a series of adventures involving television on both sides of the screen.

Byars, Betsy. *The TV Kid.* Scholastic Book Services, 50 West 44th St., New York, NY 10036. 1976. A young boy who lives in a fantasy world of TV shows is shocked back to reality.

Phelan, Terry Wolfe. *The Week Mon Unplugged the TVs.* Four Winds Press, 50 W. 44th St., New York, NY 10036. 1979. A first-person fictional account of a 10-year-old boy coping with a TV-less existence!

Polk, Lee and LeShan, Eda. *The Incredible Television Machine.* Macmillian Publishers, 866 Third Avenue, New York, NY 10022. 1977. A survey of factual and chatty information on the background, history and influence of television. Written for older children.

Swarthout, Glendon and Kathryn. *TV Thompson.* Doubleday Publishing Co., 501 Franklin Avenue, Garden City, NY 11530. 1972. An 11-year-old boy has an advanced case of TV-itis. Exaggeration or fantasy?

Trainer, David. *A Day in the Life of a TV News Reporter.* Troll Associates, 320 Rt. 17, Mahway, NJ 07430. 1980. Stunning photographs and a short test inform young readers about the work of a TV news reporter.

TV and Movie Books. Creative Education, Inc., 123 South Broad St., Mankato, MN 56001. 1980. A series of books that inform young readers of background details, star interviews and general interest material for such programs as "Battlestar Galactica," "Happy Days," "Mork and Mindy," "Muppet Show," "Hardy Boys."

Wilt, Joy. *A Kid's TV Guide.* Word Incorporated, Educational Products Division, Waco, TX 76703. 1979. Designed so that children can either read the book themselves or have it read to them. Teaches that watching TV can be a very good activity if done wisely and properly controlled. Delightful drawings.

Organizations and Programs

Action for Children's Television, 46 Austin St., Newtonville, MA 02160. A national non-profit consumer organization, working to improve broadcasting practices related to children. Offers a quarterly newsletter, numerous publications, and producer of some audio-visuals.

CBS-TV Reading Program, 51 West 52nd St., New York, NY 10019. CBS publishes scripts of special programs for use in the classroom. A teacher guide is also available suggesting ways to enrich students' reading and analytical viewing skills.

CBS-TV, Audience Services, 51 West 52nd St., New York, NY 10019. Address for writing letters of commendation and criticism.

Channel: Critical Reading/Television Skills, Rosemary Potter *et al.* Educational Activities, Inc., Freeport, NY 11520. 1979. Multi-media kit including filmstrip and activity cards using TV as a means of teaching critical reading/television skills. Designed for grades 5-12.

Cultural Information Service, P.O. Box 92, New York, NY 10016. Issued 18 times per year, this excellent resource includes detailed advanced TV listings and comprehensive study guides for special television programs. Important information for teachers planning to use television programs regularly both in class and for assignments.

Critical Viewing Skills Project. In 1979/1980, the U.S. Department of Health, Education and Welfare funded a special TV project. Print materials are now available from the following organizations:

Grades K-5:	Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.
Grades 5-9:	WNET/Thirteen, 356 West 58th St., New York, NY 10019.
Grades 9-12:	Far West Laboratory and Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103.
College-Adults:	Boston University, School of Public Communication, 640 Commonwealth Avenue, Boston, MA 02215.

NBC-TV, Audience Services, 30 Rockefeller Plaza, New York, NY 10020. Address for writing letters of commendation and criticism.

Public Broadcasting Service, Viewer Mail, 475 L'Enfant Plaza West, S.W., Washington, D.C. 20024. Address for writing letters of commendation and criticism. N.B. Also write to local PBS networks regarding local public television programming.

PTA National Office TV Action Center, 700 North Rush St., Chicago, IL 60611. Offers various publications and TV monitoring information for parents and local PTA organizations.

Prime Time School Television, 40 East Huron St., Chicago, IL 60611. A non-profit organization dedicated to the innovative and creative use of television as part of the learning experience. Provides teaching materials, study guides for special TV programs, curriculum units dealing with vaules, economics, news. An especially helpful resource, "Take a Lesson from TV," provides numerous activities and suggestions for relating TV to language arts, social studies, science, health, art and music. Designed for elementary grades.

Teachers Guide to Television, 669 Madison Avenue, New York, NY 10021. A biannual publication for schools and parents that includes study guides, program summaries and discussion questions for upcoming special TV programs. The organization also sponsors Parent Participation Television Workshops, opportunities for intergenerational sharing of television experiences.

Television Behind the Scenes, Rosemary Lee Potter *et al.* Educational Activities, Inc., Freeport, NY 11520. 1981. A supplementary and instructional reading kit, created for middle school with high-interest TV related topics. Includes 8 readers, reproducible worksheets and 8 cassettes.

Television Information Office, 745 Fifth Avenue, New York, NY 10021. Clearinghouse for general information related to the television industry. Offers many free and inexpensive leaflets on various TV topics of interest.

Media Action Research Center, Inc., Suite 1370, 475 Riverside Drive, New York, NY 10015. An independent not-for-profit organization that studies the impact of TV on viewers through scientific research, makes available publications and workshops, Television Awareness Training. Established in 1974 with a grant from the United Methodist Church. Latest project involved the curriculum, Growing with Television: A Study of Biblical Values and the Television Experience.

Audio-Visual Materials

At the end of this section are the names and addresses of the national distributors of these audio-visuals. Be sure to consult your diocesan media centers and other local libraries before renting from national organizations.

AD ANALYSIS. 36 slides and teaching guide/Learning Seed Co./Sale $42. Three dozen advertisements are analyzed in this helpful program for persuasive language, visual impact, psychological selling devices, social meanings and value messages. Ideal resource for senior high groups to help them see ads both as reflections and shapers or contemporary society.

BASIC TELEVISION TERMS: A VIDEO DICTIONARY. 16mm film/18 min/Pyramid Films 1977/Sale $310 (film and video)/Rental $50. Leonard Nimoy of "Star Trek" fame narrates this well-organized and entertaining introduction to the hardware, terms and processes of television production—all with a dash of humor. Divided into four sections, each part will inform junior high and senior high students who does what job as well as what happens before, during and after production.

BUY, BUY. 16mm film/20/Churchill Films 1973/Sale $340 (film) $305 (video)/Rental Inquire. This frank look at the purpose and practice of television advertising features candid interviews with TV commercial directors, who openly discuss their intent to manipulate the public into buying. Intercut with such comments are illustrations of various techniques used to heighten the appeal of products. Recommended for junior and senior high levels.

CHILDREN AND TV. Three 35 mm filmstrips/16 min and two 5 min/cassette/University of Wisconsin-Extension/Sale $33. Concerned parents and teachers will welcome this excellent filmstrip series that takes a close look at television's influence on young children. "Television's Influence on Children's Behavior" gives an overview of TV viewing habits and how television watching is related to child development. "Economics of TV Decision Making" examines the various components of the television industry, ratings and the methods and purposes of TV advertising. "TV: What Can You Do?" delineates six steps that parents and other concerned viewers can take to make TV watching more constructive.

THE ELECTRONIC RAINBOW. 16mm film/23 min/Pyramid Films 1977/Sale $395 (film and video)/Rental $55. Leonard Nimoy conducts us through the world of television, showing how television has developed, how it works and how it is used in this lively film. An animated section illustrates the basic workings of television transmission and reception. The different kinds of TV systems (broadcast, microwave, CCTV, cable, cassette, etc.) and the special uses of each are also featured. Intermediate-senior high.

GETTING THE MOST OUT OF TV. Series of seven 16 mm films/12 min each/ABC Wide World of Learning 1981/Sale $205 (film) $135 (video) from ABC Wide World of Learning, Inc/Rental $55 (first three films on one reel) $75 (last four films on one reel) from Mass Media Ministries. Titles: "The Technical Side of TV," "People Make Programs," "The Magic of TV," "Characters We See On TV," "Action and Violence," "The Real World of TV," "Commercials." This expertly researched, classroom-tested critical TV viewing skills program will help children from eight to ten years old understand the technology and impact of TV, and learn to distinguish between the reality and fantasy that co-exist on the screen. Children will enjoy the lively pace and upbeat mood provided by two talented young TV hosts for the series.

HELPING CHILDREN DEAL WITH TELEVISION. 16 mm film/28 min/Media Five 1981/Sale $450/Rental $50. Teachers and parents will find this new film helpful in examining the effects of television upon children's lives, especially in regard to scholastic growth. Critical viewing strategies are presented, along with a television reduction program for excessive TV watchers. Neil Postman, John Culkin and Patty Rooney-Rebeck provide commentary, along with several children who talk about the role TV plays in their lives.

HOW TO WATCH TV. Four 35mm filmstrips/8 min each/cassette/Xerox Education Publications/Sale $75. Titles: "News and Documentaries," "Drama and Comedy," "Advertising," "Learning from Television." Because general TV programming makes up most of our viewing time, this filmstrip series is an ideal educational resource. Various types of television programming are analyzed for their teaching values. Students are told what to look for as they watch these programs. They are provided with techniques that will help make them active viewers and are shown the kinds of things each type can teach. Recommended for grades 5-9.

KIDS FOR SALE. 16mm film/20 min/Action for Children's Television 1980/Sale $300/Rental $30 (from Mass Media Ministries). What's happening on children's television? This powerful film looks closely at the discrepancies between what children's television is and what it could be. A representative sampling of the good and the bad of "kidvid" is featured. Gooney cartoons, "humorous" violence, and exploitive commercials are contrasted with fine examples of good programming drawn from both commercial and public networks. The film is especially effective in showing parents how to help their children be discriminating in their TV viewing. Highly recommended for parents, professionals and PTAs.

THE MAKING OF A LIVE TV SHOW. 16mm film/26 min/Pyramid Films 1977/Sale $425 (film and video)/Rental $50. A fascinating, behind-the-scenes view of the annual Emmy Awards Show. Months of planning and rehearsal are condensed into this short documentary, culminating in a revealing triple screen that shows rehearsal, live broadcast and the director calling the shots in the control booth. Junior-senior high.

MEDIA KIT-EXPLORING THE VALUES OF MASS CULTURE. Two 35mm filmstrips/13 min each/cassette/25 copies of booklet *The Values of Media Culture*/Learning Seed Co./$59. This stimulating kit helps participants realize how mass media have changed us and our society. It encourages an exploration of media culture, the values of mass media, and our own relation to media. The filmstrip "Mass Media and Human Behavior" introduces Mediaperson and creatively explains acculturation, how specific behaviors like eating habits, family life, language, violence and emotions, and living patterns are influenced by the media. A discussion of

traditional values versus media values is especially well presented. The second filmstrip, "The Day Television Died," is a fanciful story that provokes reflection on the effects of TV in our daily life. Highly recommended for senior high-adult groups.

NOTES ON THE POPULAR ARTS. 16mm film/20 min/Pyramid Films 1978/Sale $395 (film and video)/Rental $50. Saul Bass's ("Why Man Creates") latest film essay focuses on how the popular arts in America serve as vehicles for self-projection, experience expansion and fantasy fulfillment. Humorous and lyrical sequences cover television, popular music, comics, publications and music. Recommended for senior high and adult audiences.

PROMISES. 16mm film/12 min/Ramsgate Films/Sale $315/Rental $30. Through a series of entertaining satires on television commercials, this humorous film explores the pervasive influence of advertising on our lives. Narrator Stacy Keach explains how certain advertising techniques are designed to appeal to the emotions while disguising the truth. Advertising, according to this audiovisual, shapes our society by selling us a system of values along with the product. Recommended for junior high through adult groups.

SEEING THROUGH COMMERCIALS. 16mm film/15 min/Vision Films/Sale $220/Rental $20. This timely film helps young people cope with TV advertising in an entertaining way. Viewers are led through a point-by-point analysis of techniques used to make things look bigger, better, and more fun. The final sequence gives children the chance to critique a commercial themselves. Highly recommended for elementary and junior high and for the entire family in parishes and schools.

SHAPING THE NEWS FOR THE CONSUMERS. 16mm film/17 min/BFA Films 1975/Sale $235/Rental $19. In our civilization, news is a commodity packaged to catch the eye of the consumer. This has been increasingly true since TV news became America's most favored source of news. This tightly structured narrative film shows that while more people believe in the truth of TV news than in any other form of news, its function is rather limited. Any source of news can be well used if the audience knows what to expect from it.

THE SIX BILLION $$$ SELL: A CHILD'S GUIDE TO TV COMMERCIALS. 16mm film/15 min./Consumer Reports Films 1976/Sale $220/Rental $25. This film successfully examines basic techniques used by TV advertisers to get us to buy their products. It uses clips of TV commercials, an original pop theme song, animation, comic sketches, and young people talking about their actual experiences to show children how not to be taken in by TV commercials. Recommended for grades 3-8.

60-SECOND SPOT: THE MAKING OF A TELEVISION COMMERCIAL. 16mm film/25 min/Pyramid Films 1974/Sale $445 (film and video)/Rental $50. This well-made documentary traces the epic struggles that lie behind big budget TV commercials—in this case, a $250,000 7-Up take-off on old desert war movies. We sit in on actual casting sessions, observe a key planning session at the ad agency, watch rehearsals, overhear budget discussion, and experience on location problems in the Arizona desert! And finally, we see the commercial on television.

SOOPERGOOP. 16mm film/13 min/Churchill Films 1975/Sale $260 (film and video)/Rental-Inquire. This fast, animated story portrays two irreverent characters who concoct a TV commercial for a swee-e-t cereal. It reveals selling techniques and commercialism behind the fund. Highly entertaining and informative for primary and intermediate level students.

A TALE OF A TV MOUSE. 16mm film/14 min/Film Communicators/Sale $225/Rental $40. Lucille, a puppet mouse, is the star of this charming new film that presents to children and parents alive the problems of habitual TV viewing. Because Lucille's entire life revolves around the TV set, she refuses to play with her friends, forgets to do school work, is reluctant to participate in family outings and try new activities. By the film's end, however, her family helps her become a selective viewer and find alternatives to watching TV. Ideal resource for children as well as parent groups.

TEAK (Television Education Activity Kit). Multimedia kit/Project Focus/Sale $45. This integrated, positive approach to the television viewing experience of today's child will stimulate discovery of TV's role and place in the lives of young people and help give responsible direction to a medium which for the most part has not yet been developed. Two filmstrips, "Meet Terri Television" and "Terri Television Presents Commercials," each 36 frames with sound on cassette, explain how TV works and how a commercial is put together. The Terri Television Coloring Book offers a unique and instructive approach to use with young people. Also included in this kit is a set of ten posters with conceptual drawings portraying practical ways of using TV for the viewer's benefit. Ideal for bulletin boards, parent meetings, and as instructional classroom visual aids. Recommended for primary and intermediate levels.

TELEVISION: THE ENCHANTED MIRROR. 16mm film/28 min/Mass Media Ministries 1981/Sale $400/Rental $35. This interesting film is a documentary about TV in American life. It features interviews with TV directors, writers, a network executive, a brain behavior of issues related to the TV medium: psychological impact, moral values, children and family life, social isolation, images of reality, ratings and advertising, new technologies and the future. For senior high and adult audiences.

TELEVISION AND VALUES FOR THE 1980's. Two 35 mm filmstrips/15 min each/cassette/24 project cards/Learning Seed Co. 1981/Sale $58. An incisive study of the effects of television on our personal values and moral fiber. Some of the important areas discussed include television as a stealer of time, models and heroes, health and addiction, hidden ads, life in a TV environment, family life, sexploitation, passivity and violence, the future of a plugged-in society.

TELEVISIONLAND. 16mm film/12 min/Pyramid Films 1971/Sale $275 (film and video)/Rental $35. This witty film is a look at television in the '50s and '60s, condensed and collated by Charles Baverman. In a fast-paced affectionate twelve minutes, viewers gain a perspective on the life and times of those two decades. An ideal resource to introduce a study of television and its impact on individuals and our society. Junior and senior high ages will experience TV as it began; adults will relive their early TV days with delight and amazement.

THE TELEVISION NEWSMAN. 16mm film/28 min/Pyramid Films 1976/Sale $445 (film and video)/Rental $50. An entertaining, face-paced look at a day in the life of a major city TV newsman—Bill Redeker, when he was an eyewitness reporter for KABC in Los Angeles. All facets of the job are explored as well as the reporters personal views on his profession and on television news coverage in genreal. Informative audio-visual for junior high-adult groups.

TELEVISION VIOLENCE. 35 mm/filmstrip/13 min/cassette/Learning Seed Co./Sale $24. A creative resource that encourages viewers to ask themselves, "What is violence on television doing to me?" Unlike most audio-visuals which usually deal with the amount of violence on television programs, this filmstrip kit explores the messages of TV violence and its social effects. This provocative in-depth study includes worksheet masters and an extensive teaching guide. Senior high-adults.

THE THIRTY-SECOND DREAM. 16mm film/15 min/Mass Media Ministries/Sale $250/Rental $25. A montage of contemporary TV commercials is used in this provocative film to demonstrate the seductive power of TV advertising in four areas: intimacy, vitality, family life, and success. The film

shows how advertisers play on our hopes and fears to sell products. Recommended for junior high through adult viewers in classroom or community groups, PTA, faculty meetings, etc.

TUNED IN. Series of ten 16mm films/15 min each/WNET-Thirteen 1981/Sale and Rental Inquire. This series, originally broadcast on public television, is available for classroom and church use. It involves the continuing story of ninth graders in a language arts class who experience producing a television program and learn about the medium first-hand. This series is designed to help middle school students become critical television viewers. An extensive study guide accompanies the series.

TV ADS: OUR MINI MYTHS. 16mm film/16 min/Pyramid Films 1977/Sale $295 (film and video)/Rental $50. This collection of television commercials from around the world is an ideal resource for educators who want to deal with the mass media in class. The film gives viewers an opportunity to identify some myths and values underlying society and perhaps some of their own appetites, ambitions, and dreams. The elaborate study guide serves as a unique curriculum unit on advertising, with emphasis on TV commercials. Recommended for youth and adult groups.

TV: THE ANONYMOUS TEACHER. 16mm film/15 min/Mass Media Ministries 1976/Sale $225/Rental $20. This brief and effective film includes interviews with experts on the impact of television on children. There are shots of children reacting to programs, with an insert of the program in the corner so we can see what they are watching. Important areas are discussed including violence, advertising, sexual and racial stereotyping, child involvement in the viewing of adult programs. Ideal for parent and teacher gatherings.

TV: BEHIND THE SCREEN. 16mm film/16 min/Churchill Films 1978/Sale $270 (film and video)/Rental Inquire. This informative film shows children in the primary and intermediate grades how television programs are created by writers, editors, and film crews. It reveals how special effects and dramatic productions are done as well as introduce various television-related job opportunities.

A TV GUIDE: THINKING ABOUT WHAT WE WATCH. 16mm film/17 min/Churchill Films 1978/Sale $295 (film and video)/Rental Inquire. This revealing examination of some of the values and misconceptions contained in television programs and commercials is recommended for elementary and junior high students. Dramatic scenes are used to discuss how personal problem solving differs from similar TV situations, sexual and ethnic stereotypes and people's lifestyles and job performances. The film encourages children to adopt critical viewing habits and to use sources other than television to find out about the world.

TV OR NOT TV? 16mm film/15 min/Barr Films/Sale $300/Rental Inquire. Monroe is a "vidiot," a constant TV watcher in this humorous animated film featuring Fat Albert and the Cosby Kids. He forgets about friends, responsibilities—everything but television. When the gang wins tickets to a rock concert and Monroe must stay home and watch them on TV, he learns an important lesson. TV is good but it's only one of many worthwhile activities. Recommended for studying values and peer relationships with grades 4-8.

Notes:

1. The sale and rental fees indicated change each year. Consult audio-visual distributor/seller for current prices.
2. Some of the reviews in this section have appeared previously in John Miller's column, "Reel Things/AV," *Catechist*, January 1981. Reprinted with permission.

Addresses

ABC Wide World of Learning, Inc., 1330 Avenue of the Americas, New York, NY 10019.

Action for Children's Television, 46 Austin St., Newtonville, MA 02160.

Barr Films, P.O. Box 5667, Pasadena, CA 91107.

BFA Films, 2211 Michigan Avenue, Santa Monica, CA 90406.

Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069.

Consumer Reports Films, Box XA-25, Mt. Vernon, NY 10550.

Film Communicators, 11136 Weddington St., North Hollywood, CA 91601.

Learning Seed Co., 21250 Andover, Kildeer, IL 60047.

Mass Media Ministries, 2116 N. Charles St., Baltimore, MD 21218.

Media Five, 3211 Cahuenga Boulevard West, Hollywood, CA 90068.

Project Focus, 1061 Brooks Avenue, St. Paul MN 55113.

Pyramid Films, Box 1048, Santa Monica, CA 90406.

Ramsgate Films, 704 Santa Monica Boulevard, Santa Monica, CA 90401.

University of Wisconsin Extension, 1300 Linden Dr., No. 235, Madison, WI 53706.

Vision Films, P.O. Box 48896, Los Angeles, CA 90048.

WNET-Thirteen, Education Division, 356 West 58th St., New York, NY 10019.

Xerox Education Publications, P.O. Box 444, Columbus, OH 43216.

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